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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

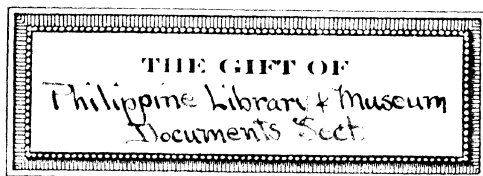
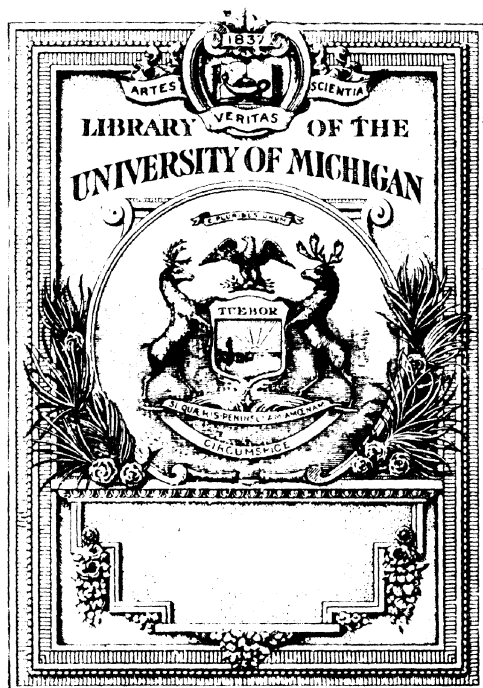
COURSE OF STUDY FOR PRIMARY GRADES

WITH SUGGESTIONS TO TEACHERS



MANILA
BUREAU OF PRINTING
1918

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FOREWORD

It is believed that conditions existing in the public primary schools of the Philippine Islands demand that the Bureau of Education issue something more than a mere outline of the academic work as a guide for teachers. Preceding the revised outlines, therefore, are suggestions concerning aims, emphasis, and method. These suggestions are known to be incomplete, but it has been considered better to send out material that is admittedly lacking in completeness than to wait until better and more complete suggestions can be prepared. This course is tentative, for it is hoped that in the near future a course worked out in greater detail can be prepared and more adequate suggestions offered. The opinion of those at work in the field will largely determine any future revisions that may be made. The course and suggestions, therefore, are not offered as in any sense final; but it is believed that they constitute an improvement over the outlines formerly in use.

The outlines of the various subjects in the different grades approximate a distribution of time only, for it is recognized that no one set of outlines for a certain grade can be suitable for every class. Some deviation from the time schedule given in these outlines, therefore, is authorized. In certain grades strong classes will go faster than the outlined course suggests, while it is also true that weaker classes can best take up the work at a slower rate than that suggested. Division superintendents, academic supervisors, supervising teachers, and teachers should use judgment in adapting these outlines to the needs of classes.

In embodying in this pamphlet suggestions and directions to teachers concerning the method of instruction in the various subjects of study, it is recognized that the treat-

ment of these suggestions by division superintendents and other supervisory officers will largely determine their usefulness. While the ability of primary teachers is often underestimated, it is believed that the best results will come only after the course and the suggestions have been carefully explained and illustrated to municipal teachers. Improvement in instruction in the academic subjects will depend largely on the ability and energy of the supervising teachers in giving their subordinates instruction in the proper use of these outlines.

For several years, the general opinion has been that the primary course of study has been too difficult. The required work, therefore, has been decreased in some subjects.

The revised texts have been followed in the accompanying approximation of work. In planning the work for classes that use the old editions of texts, either adapt the outlines to such texts or follow the outlines issued in 1913.

W. W. MARQUARDT,

Acting Director of Education.

MANILA, *July 1, 1915.*

This second edition of the Course of Study for Primary Grades has been printed in order to supply all primary teachers with copies. Work on the revision of this publication will begin soon, but it will be some time before the revised edition is ready for distribution.

W. W. MARQUARDT,

Director of Education.

MANILA, *October 1, 1918.*

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COURSE OF STUDY FOR PRIMARY GRADES WITH SUGGESTIONS TO TEACHERS

TIME SCHEDULE

The following plan of distribution of time among the subjects in the primary grades is given in minutes per week. Time assigned for study in school is included.

①

	Grade			
	I	II	III	IV
Opening exercises	50	50	50	50
Language (conversation, playground English)	340	340	300	300
Reading (including phonics)	200	225	200	150
Spelling	50	75	100	100
Writing	75	75	75	40
Drawing	60	60	60	60
Music	100	100	100	60
Industrial work	150	200	300	300
Physical education (including recesses and rest exercises)	200	200	200	200
Mathematics	75	100	150	150
Geography			90	150
Hygiene and sanitation or civics				90
Total minutes per week	1,300	1,425	1,625	1,650

"Suggested Daily Programs for Primary Grades" indicates the number of periods per week to be spent with the teacher.

TEXTS AND MANUALS

Grade I

Chart, Philippine, Coleman, Purcell, and Reimold
 Primer, Philippine Chart, Coleman
 First Year Book, Fee
 First Year Book, Fee, Teacher's Edition (M)
 Arithmetic, Primary, Parts I and II, Bonsall (M)
 Primary Course in Writing (M)

Primer of Industry, Craig (M)
 Physical Training for Filipinos, Buffington (M)
 Modern Music Series, Primer, Smith (M)
 Bulletin No. 47, Good Manners and Right Conduct (M)
 Phonics (M)
 Free-hand Drawing for Primary Grades, Grades I and II (M)
 Music for Primary Grades (M)

Grade II

Reader, Insular First, Gibbs
 Language Book, First Primary, Reimold
 Arithmetic, Primary, Parts I and II, Bonsall
 Primary Course in Writing (M)
 Modern Music Series, Primer, Smith
 First Spelling Book, Purcell (M)
 Bulletin No. 47, Good Manners and Right Conduct (M)
 Phonics (M)
 Free-hand Drawing for Primary Grades, Grades I and II (M)
 Music for Primary Grades (M)

Grade III

Reader, Insular Second, Gibbs
 Language Book, Second Primary, Reimold
 Arithmetic, Primary, Part III, Bonsall-Mercer
 Primary Course in Writing (M)
 Modern Music Series, First Book, Smith
 First Spelling Book, Purcell (M)
 Bulletin No. 47, Good Manners and Right Conduct (M)
 Phonics (M)
 Free-hand Drawing for Primary Grades, Grades III and IV (M)
 Music for Primary Grades (M)

Grade IV

Reader, Insular Third, Gibbs
 Stories of Long Ago, McGovney
 Language Book, Second Primary, Reimold
 Arithmetic, Primary, Part III, Bonsall-Mercer
 Industrial Studies and Exercises, Reimold (M)
 Primer Insular, Geographical, Gibbs
 Primary Course in Writing (M)
 First Spelling Book, Purcell
 Modern Music Series, First Book, Smith
 Bulletin No. 47, Good Manners and Right Conduct (M)
 Phonics (M)
 Free-hand Drawing for Primary Grades, Grades III and IV (M)
 Music for Primary Grades (M)

READING

GENERAL SUGGESTIONS FOR TEACHING READING IN THE PRIMARY GRADES

In teaching reading the main purpose is to enable pupils to comprehend the thought of the printed page. No teacher should lose sight of this important aim. All other aims grow out of and are subordinate to this one. The fact that many teachers have regarded *reading* as being merely vocal expression has hindered many children in learning to read in the true sense.

It is easy to explain why this attitude has been unconsciously assumed by primary teachers. Words are the symbols of ideas. In the primary school the child must be made master of this symbolism. Therefore, the work deals largely with the mechanical side. But mere pronouncing of words not associated by the pupil with his experiences and knowledge is of no value; the matter read must be of interest to the reader. Furthermore, the child learns more willingly when the content is attractive.

In the lower grades, then, the teacher's direct aim should be:

(a) To teach beginning pupils to recognize in print words and sentences which they already know as sounds; and to increase the vocabularies of all children in primary grades.

(b) To teach the elementary sounds, in connection with their symbols and their use, to the end that pupils may become independent readers.

(c) To train the voice and clear up slovenly habits of speech.

(a) To teach beginning pupils to recognize in print words and sentences which they already know as sounds

The children of our schools, upon entering school, do not know words and sentences in the English language. Therefore, before pupils are taught to read in English, they must be taught to *speak* in English. Hence, formal reading should not be taught at the beginning of the school year.

(b) To teach the elementary sounds, in connection with their symbols and their use, to the end that pupils may become independent readers

More and more it is being recognized that in an unpho-netic language like English, overemphasis on phonics tends to confuse pupils and to retard progress. Phonics is not an unfailing guide to correct pronunciation. However, thorough phonic work in elementary sounds is necessary in order to make children independent readers.

The elementary sounds are the common sounds of all the consonants, the long and short sounds of the vowels, the hard and soft sounds of *c* and *g*, and the simple phonograms, as *ph*, *th*, *ch*, *sh*, etc. Children early learn such phonograms as *ing*, *ight*, *ful*, etc.

Diacritical marks other than those indicating long and short sounds and hard and soft sounds should not be given in primary grades.

(c) To train the voice and clear up slovenly habits of speech

Much emphasis should be placed on this phase of the work by teachers of all primary grades. Regular and spirited exercises incidental to the reading lesson should be given daily for clear enunciation. These exercises should consist of:

- (1) Phonetic analysis of words.
- (2) Drill on elementary sounds.
- (3) Training the ear to hear the sequence of sounds.

(4) Spirited and frequent pronunciation of words and phrases commonly mispronounced by pupils. Lists of words and phrases should be kept on the blackboard for this. Remember that, unless these exercises are short and lively and are given daily, no results will follow. These words should be classified according to sound, and, for the most part, should be words containing sounds with which children are unfamiliar and with which they have the greatest difficulty, as, short *a* as in *cat*, *catch*, *hand*, and *have*; the buzzing sound of *s* as in *is*, *has*; *th* as in *this*, *that*, *these*, *those*; *v* as in *eleven*, *seven*, *ever*, *even*. Teachers should make classified lists of such words, which will be suggested by the daily inaccuracies of the pupils.

Practice in concert as well as individual practice should be given in these exercises.

Oral spelling should also strengthen this voice training.

SILENT READING

Reading in its true sense is getting the thought from the printed page. That the greater part of this reading is done silently is manifested daily when the adult reads newspapers, magazines, and books. Practically all the reading children will do later in life will be silent reading.

The fact that a pupil reads well orally is not a test of his power to read. In fact, it has been observed that a large proportion of the pupils of our primary schools call words fluently and at the same time do not get meanings. Some pupils who have not this power to read well orally, get the thought and are able to give it in their own words. The best proof of a pupil's power to read is his ability to get the thought while reading silently.

The child's power to read silently depends on the use made of the time spent with the teacher. If the twenty or thirty minutes assigned daily to reading is spent hearing one child after another read in a perfunctory, mechanical manner, without comment or thought-provoking questions before, after, or during the exercise, much time is wasted. In Grade I it is essential that emphasis be laid on the mechanical side, but, even so, the symbolism must represent ideas closely related to the child's experiences; ideas with which he is familiar. In Grade II the pupil is still acquiring a mastery of the symbols, but the thought side must not be neglected. Here the mastery of new thoughts related to the pupil's experience receives much attention. By the time children have reached the third grade, they have gained considerable mastery of the symbolism. In Grades III and IV at least one exercise out of four should be devoted to *intensive* reading or thought getting, and this phase of reading should receive attention in almost every recitation. Before reading, pupils should be questioned for the leading thoughts or facts of the selection. While reading, they should be asked to explain certain words and passages. As far as possible the author's thought should be made their own. Care should be taken, however, that they be not asked to explain phases of thought too difficult for them. Such periods spent with the teacher will train pupils in close thinking and will serve to guide their mental

activities in independent study. Here again is made manifest the value of the two-division program, which provides the study period under the immediate supervision of the teacher. This period of study may be further intensified by questions placed on the board pertinent to the selection to be studied.

In intensive or difficult reading it is often best to have the lesson read first, sentence by sentence, in answer to questions; a question from the teacher being answered by a sentence from the book. In the upper primary grades pupils should frequently read one or more paragraphs at a time, so they may better understand the organization of the thought.

At other times pupils should be allowed to read on with few interruptions for the practice of reading. For this, easy reading should be chosen. At least half of the time devoted to reading should be a combination of the two methods.

Frequently have a short story with which pupils are unfamiliar read silently by a pupil; then ask him to stand before the class and tell the story in his own words. This is an excellent test of a pupil's ability to read intelligently and to master the thought quickly.

During the silent study period try to prevent lip reading and finger pointing.

The teacher should be thoroughly familiar with the selection to be read.

SUPPLEMENTARY READING

The amount of reading material furnished by the Bureau is inadequate in every grade. It furnishes a basic text only. This is scarcely one third of what the child should read in school in one year, irrespective of any home reading he may do. A quantity of other and easier reading matter should be made available for each grade. A pupil learns to read by practice. With practice comes fluency and understanding. A pupil should read easy reading material in abundance. Such reading is *extensive* reading. For *extensive* reading, the subject matter should be much less difficult than that for *intensive* reading. Sets of readers, for the most part easier than basic text, should be made

available. But if such sets cannot be had, then make the best use possible of any odd books that may be on hand. Let one pupil after another read to the class from the same book. Selections for such reading must be interesting to the pupils and comparatively easy. Where sets of books are available, this reading may be silent during the regular study period preceding the oral rendering, as a test of the pupil's power to get the thought by independent study. Preceding the oral reading, the teacher should, by skilful questioning, find out if the pupils have grasped the salient thoughts. In general, for the oral rendering pupils should be permitted to read on with few interruptions. Abundant reading of easy matter, both silent and oral, under the proper guidance of a teacher, has a decided value; it cannot fail to enlarge the life of the child as well as develop his use of the language, either consciously or unconsciously.

In oral reading, train pupils to read to their classmates.

The child in his endeavor to interpret the thought of the printed page to the class will unconsciously read with better expression.

GRADE I

FIRST SEMESTER

(Approximately the first four or five weeks)

In this grade time is lost teaching reading before the children have had the preparatory steps. Essential to reading is knowledge of the meanings of words, and preparatory conversations are needed to develop these meanings. If pupils are to express the thoughts which they get through reading, they must first be accustomed to oral expression. The need of these first lessons is greatest where children are handicapped by constant association in the home with those who speak a language other than the one in which they are learning to read. With such children at least a month should be spent teaching them to express their own thoughts in English before any attempt is made to study the written word forms.

Children should first learn to give the names of common objects in and outside of school, and also learn other words that enable them to make statements about these objects.

Objective teaching and conversations about actual experiences give pupils not only the word but its meaning and use. This work must be correlated with the first lessons of the Chart and Chart Primer, but teachers should also supplement these lessons with other words and sentences growing out of the children's own experiences. These words and sentences should be kept by the teacher on large Manila paper or in a notebook, from which she can later copy them on the blackboard as material for reading; so, when reading is begun, these same words and sentences, which are familiar to the children by sound, can be learned by sight, as well as those of the Chart Primer.

Simple sentences made by pupils should, as far as possible, be so related to each other that they form a story. This secures a better organization of thought than is afforded by unrelated sentences.

The following from "The Teaching of Reading" issued by the New Jersey Department of Public Instruction is taken from a paper prepared for the instruction of teachers of non-English speaking children in the Trenton Normal School:

In teaching reading to American children in the first years, it is generally conceded that words should be in their speaking vocabularies before they are required to read them. By objective teaching and conversations regarding their actual life experiences the non-English speaking children may get not only the word but its meaning and its use.

When the children can tell the names of a few different objects and can make simple statements about them, the teacher should write on the blackboard the names of the objects and the simple statements which the children give her. The words and sentences growing out of the children's own experiences should constitute the subject matter for their early lessons in reading. This subject matter may be treated in the same ways as are suggested in the manuals which emphasize the thought-getting process even during the time given to mastering the tools of reading. The teacher should see to it that the teaching of the vocabulary and of modes of expression should keep ahead of the reading matter. In lessons derived from the children's own experiences, the teacher may copy the sentences on long strips of tag board or the groups of related sentences on sheets of tag board or heavy Manila paper. Thus the teacher really

makes her own chart each year for beginning reading. Where a city system has a school printing outfit, these early reading lessons should be printed and thus each class will make its own primers.

(Approximately five or seven weeks)

When the children know the names of a number of objects in the schoolroom or outside with which they are familiar and can use the words needed to enable them to make short statements about these objects, the teacher should write these sentences on the board in script, in a large firm hand.

No class should be very large. The children should stand about the teacher and near the blackboard, which is an indispensable aid in teaching reading to beginners. The farther away little children are from the teacher, the less likely she is to control their attention.

The work of these weeks, then, consists of:

- (a) The sentence and the words which compose it.
- (b) Writing of words on the blackboard from copy and from dictation.

Slow pronouncing as the teacher writes is a preparation for recognition of sounds.

Use the lessons found in the first sixteen pages of the Chart Primer and such other sentences as have been made as suggested for the first four or five weeks. (The teachers preserved these sentences.)

The sentence is the simplest form in which thought can be expressed. It is important, both from the thought side and the form side, that children should learn from the first to read in sentences. The eye should not dwell on each word. The mind should finally not be conscious of the words or the letters. Untrained powers can distinguish quite as readily the words in the sentence "I have a ball" as the letters in the word "ball." The sequence for teaching should be sentence, word, letter.

The sentence should be written on the board as nearly perfect as possible. It should be well spaced. The same words should be repeated many times in different sentences.

Let each lesson begin with conversation about objects, based on oral lessons of the first four or five weeks.

Children should be allowed to use in conversation sentences that are too difficult to read at first; but the teacher should select the sentences to be written on the board.

At this time children should work at the board as much as possible. Give the same amount of time to the hand training at the board and at the desk as to class exercises. Have the children use word cards in reproducing sentences. This work is extremely important.

During this period begin work in phonics. Let the work be very elementary.

Pronounce simple words slowly—spelling by sound—as c-a-t, f-a-n, and have pupils tell what each word is. Give commands the same way, as “R-u-n,” “H-o-p,” “Close the d-o-o-r,” “Lend me your f-a-n.” Do not give this in connection with written or printed forms of letters until later.

Later pronounce words slowly, as r-u-n, and have the pupils notice which part says *r*, which *u*, which *n*. Write the word and have the pupils point to the letter which stands for *u* (sound). From this, children gain a sense of the value of the letters.

Begin to classify words according to the sound of short *a*; as cat, hat, rat, at, fan, man, etc. Have the pupils spell these words by sound in rather high-pitched, soft voices, in concert. See that the sounds are made clean and clear, with much motion of lips. This gives excellent training in enunciation.

The transition from script to print should be made just before taking up the Chart or the Chart Primer.

Write one of the simplest sentences on the board. Write the printed sentence under it. Let the pupils form the sentences with printed word cards.

Print on the board a lesson of three or four sentences familiar to the children. Have the children read it.

Continue this work until the change is made. It will be found that this change can be made within three or four days.

(Approximately six or seven weeks)

About the thirteenth week pupils should be ready to read the lessons from the Chart and Chart Primer; also similar lessons, prepared by the teacher, containing words which

were used in previous conversation work. When the pupils have completed all of the Chart Primer and can read any exercises the teacher may prepare employing only the words pupils have had, they are ready for Fee's First Year Book and should be classified as IA pupils.

If the class has been divided into groups of strong and weak pupils, the class of strong pupils will easily be ready for Fee's First Year Book by the beginning of the second semester. A number of the weaker pupils may need the full year to complete the Chart Primer.

SEAT WORK RELATED TO READING

Pupils should be provided with boxes of words and boxes of letters. If these are not provided, teachers should not find great difficulty in preparing such sets. Division superintendents and teachers can obtain them at bookstores for a small sum. With this material the following seat work is possible:

1. Matching words to pictures.
2. Sorting words or letters.
3. Making words from letters.
4. Arranging sentences from words or letters.
5. Matching words to their initial letter.
6. Grouping words that rime.
7. Filling blanks in elliptical sentences.
8. Making original sentences about some interesting subject.

Read carefully "To the Teacher," Page VII of the Chart Primer, relative to seat work. A great variety of such work is furnished by this text.

It may be well to point out here that pupils have not yet been taught the names of letters.

Chart Primer
(Ten weeks)

Reading from the Chart and Chart Primer should be started the thirteenth week of school.

Thirteenth week—Pages 1-9

Vocabulary I (11 words); a, this, is, I, have, my, you, can, see, your, the.

Encourage the children to use these words in sentences of their own making. Be sure they understand the difference between *I* and *you*; *my* and *your*; and can use the words in sentences.

Fourteenth week—Pages 10–15

Vocabulary II (11 words) ; boy, dog, cat, girl, run, and, goat, one, two, jump, run.

Teach the difference between *book* and *books*; *jar* and *jars*; *fan* and *fans*. Drill on the action words *run* and *jump*.

Fifteenth week—Pages 16–20

Vocabulary III (9 words) ; has, he, she, ball, throw, catch, Juan, his, basket.

Correlate this lesson with Playground English to teach *throw* and *catch*.

Sixteenth week—Pages 21–25

Vocabulary IV (13 words) ; Maria, her, jar, hat, in, box, carry, slate, mango, hands, hand, book, feet.

Drill until the pupils can distinguish between the use of *his* and *her*. Test their understanding of *in* by giving commands; as, "Put the pencil *in* the book; *in* the desk; *in* the box," etc. When the majority of the class can follow directions, let some of them give the commands.

Drill on names of the parts of the body (not on the printed words) shown on page 24. Have the pupils use these names in short, easy sentences:

This is my *head* (pointing to his head).

I can see my *foot* (looking at it), etc.

Seventeenth week—Pages 25–32

Vocabulary V (19 words) ; kite, fly, bird, big, little, fan, table, on, under, swim, fish, baskets, round, square, what, gives, takes, banana, eat.

Drill particularly on *big* and *little*; *on* and *under*. Always illustrate sentences by actual objects or by actions, as—

Juan is *big* (selecting a big boy).

Pedro is *big* (selecting another big boy).

You can see two *big* boys. (Have the boys stand in front of the class.)

Maria is *little* (selecting a little girl).

Paz is *little* (selecting another little girl).

I can see two *little* girls. (Have the girls stand in front of the class.)

I can see two *big* boys and two *little* girls (comparing them).

Test the pupils' understanding of *on* and *under* by using these words in commands.

Drill on *gives* and *takes*.

Teach the children to ask questions beginning with *what*.
Eighteenth week—Pages 33–38

Vocabulary VI (22 words); water, drinks, drink, knife, cuts, stick, rice, eats, grass, carabao, yes, no, cannot, playing, plays, with, flying, working, cutting, carrying, pulling, cart.

Drill on verbs: *Drinks, cuts, eats*.

Maria *drinks* water.

He *cuts* the mango.

She *eats* the mango.

Continue drill on the formation of questions and then teach the use of *ing*-verbs with *is*.

Is Pedro playing?

The bird *is flying*.

Is the bird flying?

Juan *is working*.

Is Juan working?

SECOND SEMESTER

Continue to keep the pupils' speaking vocabulary considerably in advance of their reading vocabulary. This will not be found difficult, since in the assignment by weeks all new words are pointed out to the teacher.

Near the end of the first semester, pupils should begin to determine words for themselves by a synthesis of sounds. In the second semester new words should be readily determined by sounds.

1. Pupils should learn names of letters.
2. They should write words and sentences from dictation.
3. They should classify words by sounds.

4. They should spell by letter.

By the end of the year pupils of strong classes should know the sounds of the following:

1. Single consonants.
2. Simple sounds of phonograms, *wh, ch, sh, th*.
3. Short and long sounds of vowels.
4. Sounds of *ou, ow, oi, oy*.

Any available primers or first readers in addition to those prescribed should be used by the pupils, especially by those of strong divisions.

(First Year Book, Fee)

Nineteenth week—Pages 5–9

Review words:

this	the	little	in
is	has	what	he
a	throwing	I	his
boy	girl	have	yes
running	cat	basket	can
ball	she	my	

New words: Pedro, Tigre.

(a) Review *this is* with all objects whose English names the children know.

(b) Review *has*.

Let several pupils stand. Give each a different object, and ask, "Who *has* the book?" etc.

(c) Review *throw*.

"Juan, *throw* the ball to Rafael. Rafael, *throw* the ball to Martin." While the boy is throwing, ask, "What is Juan doing?" or "Who is *throwing* the ball?" Use both *throw* and *throwing*.

(d) Review *he, she, and what* together.

"What *has he?*" etc.

(e) Give conversation drill on *has* and *have*.

What *have* you?" "I *have* a"

"What *has* Josefa?" "Josefa *has*" etc.

Later give drill without the questions, using *he* and *she* with *has* and *have*. Let boys and girls stand together, each holding a different object whose name is familiar to the children. The first boy says, "I *have* a box. She *has* a fan," pointing first to himself and then to the child next

to him. The next says, "I *have* a fan. He *has* a top," and so on down the line.

(f) Review *in* and *my* together.

"My fan is *in my* hand" in answer to "Where is your fan?" etc.

Twentieth week—Pages 10–13

Review words:

you	slate	and	banana
your	good	big	gives
see	carry	box	takes
no	round	square	eat
not	book	mango	her

New words: Rita, it, are.

(a) Review *you* and *your*.

Give the pupils various objects belonging to yourself. Ask, "What have *you*?" Require the answer, "I have *your* book." Combine drill on *has*, by asking, "What *has* Antonia?" "What *has* Mercedes?" Require the answer, "She *has your* book (box, pencil)."

(b) Teach *not* in phrases, *is not*, *have not*, *has not*, *cannot*. Collect books, pencils, or other objects from five or six pupils. Hold up one after the other and ask a pupil, "Is this your pencil?" Require the answer, "No, that *is not* my pencil." Do this until you hold up the pupil's own pencil when he answers, "Yes, that is my pencil."

(c) Review *carry* and *carrying*.

These words should be used in action. Ask a boy, "Jose, can you *carry* the big basket?" He will answer, "Yes, I can *carry* the big basket." Then say, "*Carry* the big basket, Jose." While he is doing it, ask some other pupil what he is doing. Repeat this with several children.

(d) Teach the use of *it* in a series of sentences.

1. This is a basket.

It is square.

It is little.

2. This is a ball.

It is round.

It is big.

It is in the box.

3. This is a box.

It is big.I can carry *it*.The ball is in *it*.

Repeat this until the children understand that *it* refers to the object you are talking about.

(e) Review *gives*, *takes*, and *eat* by action.

Twenty-first week—Pages 14–17

Review words:

kite	fish	swim
bird	one	hands
fly	catch	two
jar	feet	jump
	goat	

(a) Review *kite* with *fly*. Ask questions using the owner's name in the possessive case: "Is *Eduardo's kite* big?" "Is *Manuel's kite* square?" (Good preparation for teaching the possessive.)

(b) Review *throw* and *catch* together. Use *to*, *with*, *throw*.

(c) Teach figures 1 and 2 with the words *one* and *two*: "1, one;" "2, two."

Twenty-second week—Pages 18–23

Review words:

grass	on	work
hat	play	drink
O	table	water
fan	with	carabao
under	cut	

New word: Three.

(a) Review *on* and *under* by command, action, question, answer.

(b) Special review of *her*.

(c) Review the singular and plural of all nouns learned:

one <i>boy</i>	two <i>boys</i>
one <i>dog</i>	two <i>dogs</i>
one <i>basket</i>	two <i>baskets</i>

(d) Teach *cut* and *drink* by action.

(e) Teach *work* in contrast to *play*.

Twenty-third week—Pages 24–26

Review words: Cart, stick, pull, knife, rice.

New word: Ramon.

(a) Review *knife* and *stick* with objects; *cart* with model; *pull* by action.

(b) Review *cut* and *eat* with *rice*.

(c) Review *with* with *cut* and *knife*.

Twenty-fourth week—Pages 27–30

New words:

stand	get	brother
hop	red	am
that	flower	leaf
foot	please	him
sister	to	sit
Adela	thank	foot

(a) Teach *hop*, *stand*, *sit*, and *get* by action.

(b) In teaching *that*, make it clear that *this* refers to what is near the speaker; *that* to what is not near him.

(c) Teach *sister* by a boy and a girl who are brother and sister.

(d) Teach the plural of every common noun learned.

(e) The use of *my* and *me* should be taught in phrases, as *my book*, *get me*, *give me*.

(f) Review *throw*, *him*, and *her* in such sentences as “*Throw the ball to him.*” “*Throw it to her.*”

Twenty-fifth week—Pages 32–34

New words:

how	flag	draw
many	morning	head
pencil	doing	ears
now	fast	tail
less	horse	body

(a) *How many* should already be familiar from conversational lessons.

(b) Teach *run* with *fast*.

Twenty-sixth week—Pages 35–38

New words:

four	carpenter	five	make
go	chair	walk	today
	baby		

(a) Teach *go* by action.

By commands, action, question, statement.

(b) Review *with*. “Rosa, walk to the table. Pacita, walk *with* her,” etc.*Twenty-seventh week—Pages 39–41*

New words:

market	sell
mother	much
buy	centavo
we	for

(a) To teach *we*, hold a book and say, “I have a book.” Give it to a pupil and ask, “What have you?” Then take hold of the book with the pupil and say, “What have *we*?” Try this and various other devices that will suggest themselves.

Twenty-eighth week—Pages 43–47

New words:

good	father
pretty	fisherman
river	they
where	

Have the dialogue on page 44 read by two children in a lively conversational manner.

Twenty-ninth week—Pages 48–50

New words:

read	leaves	burn
school	fire	pretty
who	away	wheel
good-by	from	shafts

Thirtieth week—Pages 51–53

Review words:

we	where
they	for
who	from

New words:

was	were	bamboo
yesterday	made	of

(a) Drill on *I was, he was, she was, it was*. Put one thing on a table, another on a chair. Ask, "What is on the ——?" Take away the things and ask, "What was on the ——?"

Thirty-first week—Pages 54 and 55

Review the use of all past tenses of regular verbs. The children up to this time have learned nine regular verbs—*carry, jump, play, work, pull, hop, thank, walk, burn*.

Thirty-second week—Pages 56 and 57

New words:

nest	high
eggs	up
grassy	about
saw	song

Read and review. Memorize and recite the two stanzas.

Thirty-third week—Pages 58, 60, 61, and nine sentences on page 62

New words:

seven	took
six	ran
bad	caught
at	ate
threw	

Review the use of past tenses.

Game.—Hide objects about the room; then, "David, find the ——." When he finds it, he says, "I have the ——." Then ask, "Where *was* it?"

Action.—Throw a ball. When some one has caught it ask, "Who *caught* the ball?" *Threw, ran, and ate* should also be taught by action.

Thirty-fourth week—Page 62, last nine sentences, and pages 64–66

New words:

chicken	white
had	lizard
hen	does
black	cry
did	

Drill on negative forms *do not*, *does not*, and *did not*.

"Did Miguel take my book?"

"No, he *did not* take it."

Thirty-fifth week—Pages 67–69

New words: Nine, eight, then, bought.

(a) Drill on answer forms, page 67, as used in conversation.

(b) Let two children read the dialogue on page 69. See that it is read in a lively conversational manner.

Thirty-sixth week—Pages 71–74

New words:

Sunday	Tuesday	like
Monday	church	Thursday
tomorrow	shall	know
will	teacher	write
be	Wednesday	lesson
Friday	Saturday	when
	children	

(a) Teach the children to say *shall* with *I* and *we*; "*I shall write. We shall read;*" and *will* with *you, he, she, it, they*, and all nouns.

(b) Write sentences about things done during the past week as an exercise in past tenses: We *played* ball on Monday. Andres *made* a basket Wednesday, etc.

GRADE II

Read the general suggestions for teaching reading; also the suggestions for Grade I.

Continue simple phonic analysis and drill on elementary sounds.

Do not neglect to keep on the board words difficult for

the pupils to pronounce, and give constant drill—short, lively, vigorous.

The study of new and difficult words should be a part of each lesson. If possible, let pupils discover the pronunciation. But do not waste the time of all the pupils by having one pupil try to discover the pronunciation of a word after he has made a proper but unsuccessful effort. Tell that child the word. Remember that phonics is not an unfailing guide in the pronunciation of English.

STUDY IN GRADE II

1. Assign a lesson to be studied as a whole from questions on the board. The pupils may or may not write answers to these questions, but it is often better to have the answers written.

2. Ask questions about the story before having any reading. Be careful to get the facts in their proper order.

The teacher should first consider the purpose of the composition as a whole. Which sentences introduce the characters and describe their appearance? After this, where do we see them? What is the conclusion? etc.

3. After the examination of the thought, begin the oral reading, either in the same recitation or in the next. From the general study thus given, the pupils have a good notion of the selection as a whole and know most of the words by their use in sentences.

The following outline gives the material that is to be studied each week in the basic text. Easier reading material should be used to supplement the work in the text.

Frequent reviews are desirable, and on Friday the week's work should be reviewed in some form. This work should consist of reading new material that contains the new words learned during the week, rather than of simply reading over the material in the texts. Teachers can prepare this material, and may sometimes find suitable selections in supplementary books.

(Insular First Reader, revised edition)

First week—Pages 5-7

Second week—Pages 8-10

Third week—Pages 11 and 12

<i>Fourth week</i>	—Pages 13–15
<i>Fifth week</i>	—Pages 16 and 17
<i>Sixth week</i>	—Pages 17–19
<i>Seventh week</i>	—Pages 20–23
<i>Eighth week</i>	—Pages 24–26
<i>Ninth week</i>	—Pages 27–29
<i>Tenth week</i>	—Pages 30 and 31
<i>Eleventh week</i>	—Pages 32–34
<i>Twelfth week</i>	—Pages 35 and 36
<i>Thirteenth week</i>	—Pages 37–40
<i>Fourteenth week</i>	—Pages 41–43
<i>Fifteenth week</i>	—Pages 44–46
<i>Sixteenth week</i>	—Pages 47 and 48
<i>Seventeenth week</i>	—Pages 49–51
<i>Eighteenth week</i>	—Pages 52–54
<i>Nineteenth week</i>	—Pages 55–57
<i>Twentieth week</i>	—Pages 58–60
<i>Twenty-first week</i>	—Pages 61–63
<i>Twenty-second week</i>	—Pages 64–66
<i>Twenty-third week</i>	—Pages 67 and 68
<i>Twenty-fourth week</i>	—Pages 69–71
<i>Twenty-fifth week</i>	—Pages 72 and 73
<i>Twenty-sixth week</i>	—Pages 74–78
<i>Twenty-seventh week</i>	—Pages 79–82
<i>Twenty-eighth week</i>	—Pages 83–86
<i>Twenty-ninth week</i>	—Pages 87–91
<i>Thirtieth week</i>	—Pages 92–99
<i>Thirty-first week</i>	—Pages 100–105
<i>Thirty-second week</i>	—Pages 106–111
<i>Thirty-third week</i>	—Pages 112–119
<i>Thirty-fourth week</i>	—Pages 120–127
<i>Thirty-fifth week</i>	—Pages 128–133
<i>Thirty-sixth week</i>	—Pages 134–139

GRADE III

Teachers must read with much care the general suggestions and directions for reading for all primary grades. Also, they must read all suggestions for Grades I and II. A teacher must be familiar with the work of the preceding grades, with the points of emphasis, and the methods of

presentation. On no account should drill on elementary sounds and phonetic analysis and on words difficult for pupils to pronounce be neglected.

By this time the pupils will have acquired some skill in the mechanics of reading, so a definite amount of intensive reading should be done. For this work see the directions under "Silent Reading" of the general suggestions.

At other times the reading should be extensive. Pupils should be allowed to read on with few interruptions, the purpose being to gain much practice, fluency, and ease of expression. This reading matter should be easier than the intensive selections. An abundance of such reading enlarges the life of the child.

The present amount of reading material provided for all primary grades is limited and inadequate. Wherever possible, extra sets of readers should be made available.

The suggestions concerning reviews given under Grade II also apply to Grade III.

(Insular Second Reader, revised edition)

First week

Pages 6 and 7—The Butterfly

Page 8—The Rain and the Brook

Second week

Page 9—The Brook

Page 10—Anna's Dolls

Pages 12 and 13—Doctor Juan

Third week

Pages 14 and 15—Paul's Dog

Pages 16 and 17—The Corn Plant

Fourth week

Pages 18 to 20—The Little Red Hen

Page 21—Frank's Home

Fifth week

Page 22—Frank's Letter

Page 23—Carl's Letter

Pages 24 and 25—The Country Mouse, etc.

Sixth week

Page 26—Memorize lines at bottom of page.

Page 27—The Blind Man and the Lame Man

Pages 28 to 30—The Boy and His Goats

Seventh week

Page 30—Learn “One Thing at a Time.”

Pages 31 to 33—A Little Bird’s Lesson

Page 33—Learn “The Rain and the Sun.”

Eighth week

Page 34—Memorize “What Does Little Birdie Say.”

Pages 36 and 37—The Frogs and the Heron

Pages 38 and 39—Frogs

Ninth week

Pages 40 and 41—The Potters

Pages 42 and 43—A Good Lesson

Pages 44 to 46—Learning to Sew

Tenth week

Pages 46 to 49—The Tailor

Page 49—Learn poem.

Page 50—The Tailor Bird

Pages 51 and 52—The Deer and the Heron

Eleventh week

Pages 53 to 56—The Great Noise

Pages 56 to 58—The Shoemaker

Pages 59 to 61—Dragon Flies

Twelfth week

Pages 62 and 63—The Sun and the Wind

Pages 64 and 65—The Blacksmith

Pages 66 and 67—The Mango Tree and the Bamboo

Thirteenth week

Pages 68 and 69—The Dove and the Ant

Pages 70 and 71—The King and the Spider

Fourteenth week

Pages 72 to 74—The Home of Ants

Pages 75 to 78—The Necklace of Truth

Fifteenth week

Pages 79 to 81—Helping Mother

Pages 82 and 83—The Crab

Sixteenth week

Page 84—The Little Crab and His Mother

Pages 85 to 87—The House that Jack Built

Page 88—Learn poem "Two and One."

Page 88—Recite poems and adages.

Seventeenth week

Pages 89 to 91—The Carpenter

Pages 92 to 94—The Deer and the Turtle. Learn adage.

Eighteenth week

Pages 95 and 96—Day and Night. Learn "A Star."

Page 97—Read and explain. Learn.

Page 98—Read. Learn first two stanzas.

Page 98—Learn entire poem. Recite it.

Nineteenth week

Pages 99 to 105—Joseph and His Brothers

Pages 105 to 107—The Good and the Bad Mangoes

Twentieth week

Page 107—Learn and recite "God Knows."

Pages 108 and 109—An Honest Man

Pages 109 to 111—A Happy Shoemaker

Twenty-first week

Pages 112 to 114—In a Store

Pages 115 to 118—The Crab and the Monkey

Page 118—Learn poem.

Twenty-second week

Pages 119 to 123—Arwa, the Negrito Boy. Read and tell the whole story of Arwa.

Pages 124 to 126—On the Farm

Pages 127 to 131—The Heron and the Kind Man
Learn "The Birdie's Song."

Twenty-third week

Pages 132 to 134—Mr. Hizon's Story

Pages 135 to 137—Where Frogs Came From

Twenty-fourth week

Page 138—Where is the Queen's Ring?

Pages 139 and 140—Bees

Pages 141 and 142—The Bee and the Wasp

Twenty-fifth week

Pages 141 and 142—The Bee and the Wasp. Memorize the two stanzas.

Page 147—My Little Sister. Read and learn.

Twenty-sixth week

Pages 143 to 145—Fishing

Page 146—Read and memorize the stanzas.

Twenty-seventh week

Pages 148 to 151—Learning to Work

Page 152—Learn the two poems.

Twenty-eighth week

Pages 153 to 155—Going to the Post Office

Pages 155 to 158—The Man in the Moon

Page 159—Twinkle, Twinkle, Little Star. Read and learn.

Twenty-ninth week

Pages 160 and 161—The Lost Birdies. Learn two stanzas at the bottom of page 161.

Pages 162 and 163—London Bridge

Pages 164 to 166—The Monkeys and the Red Caps

Thirtieth week

Have each pupil tell the story of "The Monkeys and the Red Caps" in his own words. Make it short.

Pages 166 and 167—The Lazy Man and the Jar of Rice

Pages 168 to 170—The Fisherman and His Wife

Thirty-first week

Finish the story of "The Fisherman and His Wife."

Pupils spell all important words in the whole selection orally. Then they tell the story in their own words.

Thirty-second week

Pages 14 and 15—Pablo's Dog. To be read orally and then told orally.

Pages 24 and 26—The Country Mouse and the City Mouse. To be read and told orally. Keep it short.

Recite the poem, page 26.

Pages 31 to 33—The Little Bird's Lesson. Recite "The Rain and the Sun."

Pages 38 and 39—Frogs

Thirty-third week

- Pages 46 to 49—The Tailor
- Pages 56 to 58—The Shoemaker
- Pages 64 and 65—The Blacksmith
- Pages 72 to 74—The Homes of Ants

Thirty-fourth week

- Pages 82 and 83—The Crab
- Pages 85 to 87—The House that Juan Built
- Page 88—Two and One. Recite.
- Pages 89 to 91—The Carpenter

Thirty-fifth week

- Pages 92 to 94—The Deer and the Turtle
- Pages 115 to 118—The Crab and the Monkey
- Pages 127 to 131—The Heron and the Kind Man

Thirty-sixth week

- Pages 139 and 140—Bees
- Pages 148 to 151—Learning to Work
- Pages 155 to 158—The Man in the Moon

GRADE IV

Teachers read "General Suggestions for Reading in Primary Grades." Read the suggestions for each of the preceding grades, and especially for Grade III. Continue to drill on sounds with which pupils have greatest difficulty and classes of words which are generally mispronounced. These drills should be shorter and more direct in their application than in lower grades.

The study of new and difficult words should be a part of every lesson. Wherever possible, the pupils should discover the pronunciation for themselves.

Choose for intensive reading the more difficult selections of your text and for extensive reading the relatively easy reading material.

Give frequent tests in silent reading, as suggested in the general suggestions.

The suggestions concerning reviews given under Grade II apply also to Grade IV.

(Insular Third Reader, revised edition)

First week

Pages 5, 6, 7—Doing a Kindness

Pages 7 to 9—A Cruel Boy

Second week

Page 10—The Bird, the Bee, and the Ant

Pages 11 to 14—Trying to Please Everybody

Pages 15 to 17—The Horn-Bills

Third week

Pages 18 to 21—Two Honest Men

Pages 21 to 24—The Lost Horse

Page 25—Learn “Try, Try Again.”

Fourth week

Pages 26 to 28—The First Monkey

Pages 28 to 31—The Stolen Corn

Pages 31 to 33—Woo Sing and the Mirror

Pages 33 to 35—Who Loved Best. Learn “Do Your Duty.”

Fifth week

Pages 35 to 40—The Duendes and the Shoemaker

Pages 40 to 42—The Bees and the Flies

Pages 43 to 45—Brave and True

Sixth week

Pages 45 to 51—Simpleton

Pages 51 to 54—The Bamboo Mother

Page 55—Sleep, Baby, Sleep. Learn adage.

Page 56—Sweet and Low

Seventh week

Pages 57 to 59—True Friends

Pages 59 to 63—David and Goliath

Pages 63 to 70—Eyes and No Eyes

Eighth week

Read all of “Eyes and No Eyes.”

Page 70—Learn the stanza.

Page 71—Learn and recite both poems and adages.

Pages 72 to 75—A Cruel Man’s Dream

Ninth week

Pages 76 to 80—The Bell of Justice

Pages 81 to 84—The Monkey's Justice; Suppose

Tenth week

Pages 85 to 88—The Coconut. Learn adages.

Page 89 to 91—Edible Birds' Nests

Eleventh week

Pages 92 to 95—Rules of Health

Pages 95 to 99—A Chinese Story

Twelfth week

Pages 100 to 102—How Silk is Made

Pages 102 to 106—Where Spiders Came From

Page 106—Love

Pages 106 to 108—The Birds, the Beasts, and the Bat

Thirteenth week

Pages 109 and 110—Learn "Battle for the Right."

Pages 110 to 113—A Stone in the Road. Learn adages
and tell the story.

Pages 114 to 116—The Whistle

Pages 116 to 117—A Cup of Water

Fourteenth week

Pages 118 to 122—White Ants

Page 123—Bird Trades. Learn poem.

Pages 124 to 128—A Holiday

Fifteenth week

Pages 128 to 133—Christmas in America

Pages 134 and 135—Learn "Christmas Everywhere."

Sixteenth week

Pages 126 to 142—How the Sea Became Salt

Pages 143 and 144—The Camel

Pages 144 and 145—The Camel and His Master

Seventeenth week

Pages 146 to 148—Hassan and His Horse

Page 148—Learn poem.

Page 149—All Things Beautiful. Learn poem.

Pages 150 to 153—Grasses. Learn the stanza.

Eighteenth week

Pages 154 to 158—The Rice and the Rainbow Country

Pages 158 to 160—The Best Recommendations

Page 160—Learn the poem.

Page 161—Learn poem, “Keep Trying,” and adages.

Nineteenth week

Pages 162 to 169—Juan’s Dinner

Pages 170 to 172 (the middle)—Ourasima, the Little Fisherman

Twentieth week

Pages 172 to 176—Ourasima, the Little Fisherman

Page 176—Learn the poem and tell the story.

Pages 177 to 180—The Tiny Lantern of Yamato

Twenty-first week

Pages 181 to 183—The Three Kingdoms

Pages 183 and 184—Good-by, God Bless You

Pages 184 to 187—The Ten Servants

Twenty-second week

Page 188—What to Do. Learn the poem and the adage.

Pages 189 to 192—The Elephant

Pages 193 to 195—The Blind Men and the Elephant

Twenty-third week

Pages 195 to 199—A Story Without an End

Pages 199 to 200—“Daybreak” and other verses

Pages 201 to 204—The Noblest Deed

Twenty-fourth week

Give out books, “Stories of Long Ago,” and assign lesson. Sight reading.

Pages 7 to 9

Pages 11 to 13—The Wandering Malays

Twenty-fifth week

Pages 14 to 18—Malacas and Maganda

Pages 18 and 19—The Death of Malacas

Twenty-sixth week

Pages 19 to 22—How Our Forefathers Lived

Pages 22 to 24—Europe

Twenty-seventh week

Pages 24 to middle of 29—Magellan

Twenty-eighth week

Pages 29 (middle) to 38—Magellan

Pages 38 to 41—"The Victoria" and "Naming the Islands"

Twenty-ninth week

Pages 41 to 47—Weapons of War

Pages 48 to 50—Legaspi and Urdaneta

Pages 51 and 52—Tupas

Thirtieth week

Pages 54 to 57—Tupas

Pages 57 to 63—Urdaneta Sails East Across the Pacific; Legaspi and the Portuguese; Learning the New Faith

Thirty-first week

Pages 63 to 65—Manila Long Ago

Pages 65 to 70—The First Voyage to Luzon

Thirty-second week

Pages 70 to 73—Governor Legaspi Goes to Manila

Pages 73 and 74—Salcedo Punishes Cainta

Pages 74 to 78—Exploring Luzon

[NOTE.—The weeks just preceding the examinations may be spent doing whatever work the teacher thinks is needed most by the class.]

SPELLING

Many teachers have not *taught* spelling. They have merely assigned to the pupils certain words to be learned, left the pupils to study these words independently, and then tested them for results. This type of lesson should have no place in the school of today.

Complaints are frequently made to the effect that pupils do not know how to study. This must inevitably be the result when teachers fail to *teach* the subject, whether it be spelling, reading, geography, or any other of the subjects of the school curriculum.

The following concerning the teaching of a spelling lesson, with suggestions as to the sources of material and the ground to be covered, should be helpful to teachers:

In an unphonetic language like the English language the hand may be guided by the visualized image of the word or

by an auditory memory of the sequence of letters making up the word. Tests have demonstrated that a combination of the two methods secures the best results. Emphasis should be placed on oral spelling in Grade I and possibly in Grade II, and on written spelling in Grades III and IV.

The time prescribed by the course of study for spelling each day should be spent in (1) lesson assignment or study with the teacher, (2) in independent study, and (3) in testing.

In Grades III and IV it is recommended that the independent study be done at home, in which case the period of testing takes place the day after the period of study with the teacher. In these grades, then, the order for the daily lesson should be:

Testing (for words studied the previous day).

Assignment of new words and study with the teacher.

Independent study (at home).

This plan keeps the words before the children for a longer period of time and so tends to reveal to the teacher the words that need to be most frequently reviewed.

The following detailed suggestions concerning the conduct of the spelling period will help to improve instruction in this subject:

1. ASSIGNMENT AND STUDY WITH THE TEACHER

In general, this period of the lesson plan should be given the most time. The following method is suggested for each new word:

- (a) Teacher writes the word on the blackboard and pronounces it distinctly while writing.
- (b) Teacher makes sure, either by definition or by use in a sentence, that the children are familiar with the word.
- (c) Pupils spell the word in concert, pausing between the syllables.
- (d) Teacher points out or has the pupils discover any peculiarities or troublesome letters in the word; these may be emphasized by underscoring them or by marking them with heavier lines or with colored lines.

- (e) Pupils close their eyes and spell the word orally.
- (f) Pupils write the word.

After all new words in the lesson have been studied in this way, allow pupils to look at them again for a moment, suggesting that each pupil lay emphasis on the words most troublesome to him.

2. INDEPENDENT STUDY

In Grade I, there should be no independent study.

In Grade II, pupils may be permitted to copy all spelling words before the testing takes place.

In Grades III and IV, pupils should study their spelling at home.

3. TESTING

In Grade I, the period of assignment and study with the teacher and the period of testing are combined. Oral spelling is emphasized. Pupils may occasionally write words, and sentences that contain these words, on the board.

In Grade II, testing should be both oral and written, and should be given the day of the assignment and study with the teacher.

In Grades III and IV, testing should be both oral and written, with emphasis on the written, and should be given the day following the assignment and study with the teacher.

SELECTION OF MATERIAL

It is not necessary that a pupil should know how to spell a word which he may have no occasion to use in writing. It is sufficient that he should recognize it in reading. Rather should the words for spelling be chosen from those commonly used by him to express in writing his experiences in the ordinary affairs of life.

The following sources of material are given by grades:

Grade I—The reading lessons.

Grade II—Daily experience and spelling book.

Grade III—Written work and spelling book.

Grade IV—Written work and spelling book.

Sufficient time must be given to emphasizing the common words often misspelled. If the assignment of words in

the spelling book proves too heavy to permit of such emphasis, the assignment should be reduced so that the needs of the pupils may be met.

REVIEWS

There should be frequent reviews. The spelling book does not furnish sufficient review of the difficult common words. The teacher should keep a list of the commonly misspelled words before the class and they should be drilled on again and again.

From time to time lists of words commonly misspelled by pupils of Grades III and IV should be sent out by the division superintendent for review and drill. These lists should be used as follows:

- (1) At one of the regular periods for spelling, give the entire list to the class to write as if it were a spelling test.
- (2) Write the words on the board and have pupils indicate and correct on their papers the words they have misspelled.
- (3) Have pupils take the words home and learn to spell the entire list correctly.
- (4) In a few days, give the entire list again as a test.

A dictation exercise of either sentences or a paragraph containing the words previously studied furnishes an excellent review.

CORRECTION OF WORK

In Grades III and IV, the work may be corrected by the pupils. This cultivates in each child the habit of looking at words critically and also saves the teacher much labor. However, the teacher should look over sets of papers at intervals to be familiar with the strength or weakness of each pupil.

MISCELLANEOUS SUGGESTIONS

1. While the plan for assignment and study with the teacher given in the preceding pages is to be followed generally, it is obvious that all words do not need the same treatment. A pupil needs his attention called to the words

he cannot spell. Much time is wasted in having children study mechanically words they already know how to spell.

2. The aim of the teacher should be to give the child the power to do by himself what he does when he studies with the teacher.

3. Frequently ask pupils to look over the words on the board and then have them write as many of them as they can from memory.

4. All spelling words should be assigned from the board, even though pupils are provided with a text.

5. The teacher should write the word in a firm, plain hand. A carefully written word makes a deeper impression than a scrawl.

6. In oral spelling, the teacher should require the pupil to pronounce the word distinctly before and after spelling it. Words should be divided into syllables, the point of division being indicated by a slight pause. In written spelling, words should not be divided into syllables.

7. Occasionally have a child stand before the class, while each pupil spells the name of a thing he sees on or about the child; or have each pupil spell the name of some object in the schoolroom. The purpose is to test the pupil's power to spell.

8. Outside the school, pupils seldom write single words, but write words in sentences. Written spelling, therefore, should frequently consist of dictated sentences or paragraphs.

9. With pupils who are ambitious to excel in spelling, good results have been secured by having such pupils keep a notebook of the words they misspell in their written work. The pupil studies these words and draws a line through each one as soon as his teacher is convinced that he knows how to spell it.

10. The aim in spelling is not merely to have pupils learn to correct their errors in spelling, but to prevent them from making errors by carefully anticipating their difficulties and supervising their first impressions and associations connected with the words they meet with during the period of study with the teacher.

11. Pupils should never be asked to learn to spell a word before they have become familiar with its meaning and use.

GRADE I

According to the course of study for reading, children of the first grade learn the alphabet at the beginning of the second semester. The first spelling lessons may be combined more or less with the learning of the alphabet.

The words of the following assignment by weeks have been selected from reading lessons with which pupils are familiar.

The first lessons should be made as informal as possible. The following suggestions may be helpful:

- (a) Place all the words for one week on the black-board.
- (b) Have a pupil select a word he wishes to spell and write it on the board, pronouncing it distinctly after he has written it.
- (c) Teacher spells the word, naming the letters slowly and distinctly from the board while pointing to them.
- (d) Pupils may all spell in concert with the teacher as she points to the letters.
- (e) Individual pupils may spell the word.
- (f) A pupil may write the word.

Have another pupil select a word to be taken up in the same manner. Continue this work throughout the week and throughout several weeks until the pupils know the letters. Then begin to dictate lists of words.

Whenever pupils are inclined to neglect certain words assigned for the week, the teacher may call for volunteers to write them.

When spelling lessons are taken up more formally, give only two or three new words a day.

Twenty-first week

I	see	cat
dog	hat	boy
can	fan	jar
is	this	my

Review on Friday.

Twenty-second week

box	girl
kite	have
you	goat
the	ball

Review on Friday.

Twenty-third week

your	book	jump
run	and	fans
one	two	kites
has	slate	

Review on Friday.

Twenty-fourth week

she	he	fly
throw	catch	big
Juan	his	bird

Review on Friday.

Twenty-fifth week

little	Maria	in
under	on	table
mango	basket	

Review on Friday.

Twenty-sixth week

Maria	swim	fish
round	square	bananas
gives	takes	
eat	what	

Review on Friday.

Twenty-seventh week

water	drinks	drink
swims	knife	cuts
cut	stick	rice
hand	eats	grass

Review on Friday.

Twenty-eighth week

carabao	yes	no
play	with	plays
playing	flying	not
working	carry	

Review on Friday.

Twenty-ninth week

cutting

pulling

cart

pull

pulls

running

Review on Friday.

Thirtieth week

throwing

Pedro

Tigre

foot

feet

hands

stand

hop

that

standing

three

Ramon

Review on Friday.

Thirty-first week

get

red

flower

it

to

me

please

thank

yellow

am

sister

brother

are

Review on Friday.

Thirty-second week

leaf

sitting

pencil

sit

many

pencils

how

good

morning

now

Review on Friday.

Thirty-third week

doing

horse

fast

draw

head

body

Pedro

baby

tail

Ramon

four

less

Review on Friday.

Thirty-fourth week

making

table

playing

market

going

mother

basket

five

centavos

centavo

flags

flag

Review on Friday.

Thirty-fifth week

river	father	sells
how	many	sister
school	book	read
fire	burns	stick

Review on Friday.

Thirty-sixth week

today	cart	books
yesterday	sitting	bamboo
sticks	work	play
nest	bird	eggs

Review on Friday.

GRADE II

FIRST SEMESTER

Words from conversational English.

First Spelling Book, pages 7-26.

SECOND SEMESTER

Words from conversational English.

First Spelling Book, pages 27-48.

GRADE III

Words from written work of pupils.

First Spelling Book, pages 49-86.

GRADE IV

Words from written work of pupils.

First Spelling Book, pages 87-124.

The above assignments in the First Spelling Book may be altered at the discretion of the teacher provided they are too long to give sufficient time for the study of the commonly misspelled words. Emphasis should be placed on the words the pupils commonly misspell in their written work. Instruction should be adapted to class and individual needs, and class and individual spelling lists of the most troublesome words should be prepared by teachers and pupils.

As a rule the new words for spelling should not exceed five for each lesson in Grade II. In Grades III and IV but few more than five entirely new words should be assigned for each lesson. This is probably all that can be studied well, if sufficient time is given for drill on the commonly misspelled words.

LANGUAGE

The aim in language instruction is to lead pupils to speak and to write English correctly. Success in the attainment of this aim depends to a large degree on the close relation of the subject matter to the pupils' experience, for the closer the relation, the more their interest is aroused and the greater is their desire to express their thoughts in proper form. Throughout the primary grades, emphasis should be placed on oral expression, which is especially important in the first and second grades.

Bulletin No. 47, Good Manners and Right Conduct, and Circular No. 127, s. 1911, furnish much material for conversation. Care should be taken that in teaching this material the pupils understand thoroughly what they say, and do not mechanically repeat memorized statements or questions which have little or no meaning for them. Pupils should not copy the material (dialogues, etc.); but all work should be oral. The preparation of proper supplementary material for lessons in conversation has been encouraged by this Office. The proper use of such material will result in improved instruction.

Since the purpose of language instruction is the formation of habits of correct speech, attention should be given first of all to what the pupils say, to ways of securing correct expression, and to methods of correcting mistakes. In Grades II, III, and IV, some written work should be done in class every day, but it should be brief. This work should be on loose sheets of paper, not in notebooks. The teacher should look over this work at home daily, note the common errors, and take them up with the class the next day. A pupil will never feel the need of saying, "A statement tells something," in connection with his ordinary experience outside the school, but he will desire to say

many things closely related to his home and school interests. The more formal study of language, therefore, should be subordinated, and the real needs of the pupil as regards oral and written expression emphasized.

It is probable that, in some cases, the work suggested for a week will not require the full time of the class for that period. Under such circumstances, the teacher should provide additional material for study, which material may be found in short stories, in the supplementary outlines of conversational English, in new dialogues that have been prepared, in increased attention to the pupils' common errors, or in any other work that the teacher finds beneficial.

Circular No. 127, s. 1911, can be improved considerably, and for the work outlined by it may be substituted the material in any locally prepared supplementary outline of conversational English, provided the outline has received the approval of the division superintendent.

Pupils should not be kept on one thing for so long a time that they lose interest and become listless. If they show evidences of becoming tired of what they are studying, change to something else and take up the subject again later. Careful attention to this matter is especially important in the first grade.

The primary aim of language instruction being to enable pupils to speak English correctly, the teacher must give them all possible opportunities for oral expression and must be careful not to take up too much of the time himself. The most successful teachers stay in the background and let the pupils do much of the talking.

The correct *use* of both oral and written English must be emphasized in every lesson, for in no other way can satisfactory results be secured. Every subject offers ample opportunity for training in correct English, and every teacher should make it a point to take advantage of the opportunity provided.

Pupils imitate their teachers' pronunciation and use of English, and much of the poor English heard in the public schools is due to the teachers' lack of correct habits of English speech. It behooves teachers, therefore, to exer-

cise the greatest care in choosing what to say and how to say it. They should also pay attention to the quality of their voices and of the voices of their pupils, striving to avoid all harsh and unduly loud tones.

The "Suggested Daily Program for Primary Grades" allows forty minutes for language (twenty-five minutes for oral work and fifteen minutes for written work) in Grades III and IV. The time for oral work should not be devoted to any one thing; as, dialogue, picture study, or conversational English, but several phases of language work should be taken up each day.

Devote a large part of the period to one or more of the following forms of drill: Drilling on common errors, a list of which has been made from the pupils' mistakes in both oral and written expression; oral reproduction of stories, telling of original stories, and conversational English when class criticism is required; recitation of poems, either in concert or by the individual; dialogues already learned; dictation involving the mechanics of writing or technical forms already taught.

Devote the second part of the time spent with the teacher to class criticism of the written work of the previous day.

Finally develop any new topic—a dialogue, technical forms (taught inductively), picture study, letter writing, dictation—whatever there is of new material to be introduced to the pupils.

The time spent on drill and on class criticism will be the most effective in producing immediate results in both oral and written expression.

The fifteen minutes devoted to writing should, as a rule, be spent in writing briefly about some topic or subject that has been carefully developed in class. In all written work quality, not quantity, is desired, and even in Grade IV not more than two or three short paragraphs should ever be written in class on one day.

Pupils should memorize and recite good poetry. Every child should learn from three to six short poems a year. Such poems may be taught as reading lessons and given to the children to memorize during school hours. Poems are found in grade lists in "Arbor Day" and others may be

secured from supplementary primers and readers. Mimeographed or typed copies of suitable poems may be furnished by division superintendents or supervising teachers, where class teachers have difficulty in securing the material they need.

Pupils should also learn good stories, which they should occasionally be permitted to give largely in the phraseology of the author. For this work, selections from *Fifty Famous Stories* and *Æsop's Fables* are excellent. In the ordinary reproduction of stories, encourage pupils to use their own words.

GRADE I

Manners and Right Conduct, Bulletin 47.

Colloquial English, Circular 127, s. 1911.

(*Colloquial and Playground English*, supplementary.)

First week

(a) M. & R. C.—Talks by teacher. Topic: Cleanliness—face, neck, ears, hands, and finger nails.

(b) Question pupils on cleanliness. Picture study: "The Cat Family." Talk by teacher, descriptive and conversational, to arouse the interest and appreciation of the children.

(c) *Colloquial English*: Nos. 1 and 2.

Second week

(a) M. & R. C.—Question pupils on cleanliness. Dialogue 1, page 23. Greeting Parents. Drill. Select different boys and girls to play the parts of father and daughter, in turn. Call on as many different pupils as possible during the recitation period to play these parts. Follow directions given in parentheses. Review dialogue 1, page 23, and take up dialogue 2 on the same page. Call first on pupils who did not have a chance to act a part before, if there are any such in the class. Drill as before, giving attention to directions in parentheses.

(b) Picture study: "The Cat Family." Talk by the teacher.

(c) *Colloquial English*: Nos. 3 and 4.

Third week

- (a) M. & R. C.—Talks by the teacher. Topic: Cleanliness—the spitting habit, the hair, and the finger nails; also review dialogue 2, page 23, Greeting Parents.
- (b) Picture study: “The Cat Family.” Talk by the teacher.
- (c) Colloquial English: Nos. 5 and 6.

Fourth week

- (a) M. & R. C.—Review dialogues 1 and 2, and take up dialogue 1 under July. Talks by the teacher. Topic: Cleanliness—nostrils and the spitting habit.
- (b) Picture study: “Can’t You Talk?” Talk by the teacher.
- (c) Colloquial English: Review Nos. 1–6. Let the children take turns in giving the commands.

Fifth week

- (a) M. & R. C.—Review dialogue 1 and take up dialogue 2 under July. Drill. Read carefully the directions in parentheses. Call on as many different children as possible. Have them act their parts naturally. Talk by the teacher. Topic: Cleanliness—surroundings, page 20. Review all topics on cleanliness previously taken up.
- (b) Picture study: “Can’t You Talk?”
- (c) Colloquial English: No. 7 with a review of Nos. 5 and 6.

Sixth week

- (a) M. & R. C.—Dialogue 3, page 24. Follow the directions carefully. Drill. See that the slowest pupils as well as the brightest ones are given a chance to take part in the dialogue. Take up dialogue 4, page 24.
- (b) Picture study: “Can’t You Talk?”
- (c) Colloquial English: No. 8 with review of No. 7. Have the children “play teacher” by turns and practice giving the commands to their classmates.

Seventh week

- (a) M. & R. C.—Dialogue 4, page 24. Review dia-

logues 2 and 3. Talk by the teacher. Topic: Conduct in the Presence of Strangers, page 24.

(b) Picture study: "The Sistine Madonna."

(c) Colloquial English: Nos. 9 and 10.

Eighth week

(a) M. & R. C.—Dialogue 1, page 25. Meeting on the Street. (The preceding dialogue may be taught in the school yard.) Rehearse the dialogue to the bottom of page 23, teaching all the new words carefully. This dialogue should be taken up in the school yard every day for a week, or longer if necessary, until the pupils are perfectly familiar with it. Review conduct in the Presence of Strangers.

(b) Picture study: "The Sistine Madonna."

(c) Colloquial English: Review Nos. 7-10.

Ninth week

(a) M. & R. C.—Talk by the teacher. Topic: Conduct in the Presence of Strangers. First, question pupils to find out how much they remember of what you told them last week on this topic. Dialogue 2, page 25. To be acted on the school ground if convenient. Dialogue 3, page 25. Schoolroom drill. Review any dialogue on which drill seems most necessary.

(b) Picture study: "The Sistine Madonna."

(c) Colloquial English: Nos. 11 and 12.

Tenth week

(a) M. & R. C.—Meeting a Lady or Elderly Person. dialogue 4, page 25. Pay particular attention to the directions in parentheses. Dialogue 2 on the same page should be practiced daily until mastered.

(b) Picture study: "A Helping Hand."

(c) Colloquial English: Nos. 13 and 14.

Eleventh week

(a) M. & R. C.—Review dialogue 1, and take up dialogue 5 on the same topic.

(b) Picture study: "A Helping Hand."

(c) Colloquial English: Nos. 15 and 16.

Twelfth week

- (a) M. & R. C.—Practice dialogues 4 and 5. Review the three dialogues to be acted on the school ground.
- (b) Picture study: "A Helping Hand."
- (c) Colloquial English: Review Nos. 11–16.

Thirteenth week

- (a) M. & R. C.—Talk by the teacher. Topic: Courtesy in Helping Others. Illustrate by dialogue 1 under September, page 26. Dialogue 2, page 26. Review of dialogue 1 on the same page.
- (b) Picture study: "Feeding the Hens."
- (c) Colloquial English: Nos. 17 and 18, Review 13–16.

Fourteenth week

- (a) M. & R. C.—Helping Others, dialogue 3. Drill. Do not select the best pupils for this work. Give everybody a chance. Helping Others, dialogue 4. Be sure that Juan helps Carlos before he speaks, or while he is speaking. Rehearse as many different pupils as possible during the period.
- (b) Picture study: "Feeding the Hens."
- (c) Colloquial English: Nos. 19 and 20.

Fifteenth week

- (a) M. & R. C.—Talk by the teacher. Topic: Passing in Front of a Person. Illustrate the proper procedure by dialogue (b), page 26. Drill pupils on this form. Talk by the teacher. Topic: Staring, page 24. Review any dialogues on which it is found that pupils need the most drill.
- (b) Picture study: "Feeding the Hens."
- (c) Colloquial English: Nos. 21 and 22.

Sixteenth week

- (a) M. & R. C.—Talk by the teacher. Topic: Acknowledging a Favor. Illustrate by dialogue, page 26. Questions: (1) Who grants the favor? (2) Who receives it? (3) What should Ramona say? (4) What does Teofilo say? Drill on the dialogue.

(b) Picture study: "Feeding the Hens."

(c) Colloquial English: No. 23 with review of 17-23.

Seventeenth week

(a) M. & R. C.—Acknowledging a Favor. Review dialogue, page 26. Take up dialogue 1, page 27, on the same topic. Follow directions carefully. Drill on dialogue 1, page 27.

(b) Picture study: "The Cat Family." Let the children do most of the talking.

(c) Colloquial English: Nos. 24 and 25.

Eighteenth week

(a) M. & R. C.—Acknowledging a Favor. Review dialogues above. Don't forget to give the slowest pupils as well as the brightest ones a chance to play a part. Take up dialogue 2 under the same topic.

(b) Picture study: "The Cat Family." Encourage the children to ask questions and to do the talking from now on.

(c) Colloquial English: No. 26 with a review of Nos. 24-25.

Nineteenth week

(a) M. & R. C.—Giving or Receiving a Gift; dialogue 1, page 27. Review the preceding dialogue. Review Passing in Front of a Person. Drill on the new lesson.

(b) Picture study: "The Cat Family." Encourage the children to ask questions and to do the talking.

(c) Colloquial English: Nos. 27 and 28. In No. 28 each child's answer should be based on fact. If the child's father is dead, have him say, "My father is dead." Do not have the children memorize the list of words given.

Twentieth week

(a) M. & R. C.—Giving and Receiving a Gift. Review dialogue 1 and take up dialogue 2 under the same topic. Drill on dialogue 2. Review dialogue 4, page 25.

(b) Picture study: "The Cat Family." Encourage the children to ask questions and to do the talking.

- (c) Colloquial English: No. 29, with review of Nos. 24-29.

Twenty-first week

- (a) M. & R. C.—Review dialogues: Greeting parents, relatives, or teachers.
 (b) Picture study: "Can't You Talk?"
 (c) Colloquial English: No. 30. Let the pupils "play teacher" and take turns in asking the questions.

Twenty-second week

- (a) M. & R. C.—Question the pupils on the various topics previously taken up under "cleanliness." Question them as to how they should meet and treat strangers who come to the schoolhouse. Call for volunteers to illustrate by means of dialogue.
 (b) Picture study: "Can't You Talk?"
 (c) Colloquial English: No. 31 with review of No. 30.

Twenty-third week

- (a) M. & R. C.—Question the pupils as to the proper way of meeting (1) a lady, (2) an elderly person. Call for volunteers to illustrate each point, by acting in a dialogue.
 (b) Picture study: Talk by the teacher on "The Sistine Madonna;" "The Coming of Christmas"; "The Celebration of the Christ-child's Birthday."
 (c) Colloquial English: Nos. 32, 33, and 34.

Twenty-fourth week

- (a) M. & R. C.—Have the pupils tell as many different ways of helping each other as they can recall. Review dialogues on page 26, Helping Others.
 (b) Picture study: "The Sistine Madonna."
 (c) Colloquial English: No. 35; also "A Merry Christmas," or "I wish you a Merry Christmas."

Twenty-fifth week

- (a) M. & R. C.—Acknowledging a Favor; Giving or Receiving a Gift. Review dialogues as time permits.

- (b) Picture study: "A Helping Hand." Conversation. Simple sentence work.
- (c) Colloquial English: No. 36 (two sentences) with review of No. 35. Manage to have the pupils do most of the talking.

Twenty-sixth week

- (a) M. & R. C.—Sharing with Another. Dialogue 2 under (a), page 27; also dialogues 1 and 2 under (c), pages 27 and 28.
- (b) Picture study: "A Helping Hand." Conversation. Sentence work.
- (c) Colloquial English. No. 36, next three sentences. Review sentences of the previous week.

Twenty-seventh week

- (a) M. & R. C.—Greeting the Owner of a House When a Child Carries a Message to Him. Dialogue, page 28.
- (b) Picture study: "Feeding the Hens."
- (c) Colloquial English: No. 36, three sentences, beginning with *I have a fever*.

Twenty-eighth week

- (a) M. & R. C.—Greeting parents, relatives, or teachers. Review.
- (b) Picture study: "Feeding the Hens."
- (c) Colloquial English: No. 36, two sentences, beginning with *I have a sore finger*. Review.

Twenty-ninth week

- (a) M. & R. C.—Talk by the teacher. Topic: Courtesy at Meals.
- (b) Picture study: "The First Step."
- (c) Colloquial English: No. 36 (two), two sentences.

Thirtieth week

- (a) M. & R. C.—Review dialogue: Greeting the Owner of a House When a Child Carries a Message to Him.
- (b) Picture study: Place "The First Step" and "The Helping Hand" side by side. These both illus-

trate kindness and helpfulness. Both represent father and child. In one, the child is the helper; in the other, the father. Conversation followed by sentence work.

- (c) Colloquial English: No. 36, two sentences (eyes).

Thirty-first week

- (a) M. & R. C.—Review Conduct in the Presence of Strangers. Dialogue. Review Staring.

- (b) Picture study: "The First Step." Teach the name of the picture.

- (c) Colloquial English: No. 36, two sentences (eyes).

Thirty-second week

- (a) M. & R. C.—Review Courtesy at Meals. Question pupils about courtesy at meals and give further talk.

- (b) Picture study: "Kiss Me."

- (c) Colloquial English: No. 36, two sentences (back).

Thirty-third week

- (a) M. & R. C.—Dialogue. Review Meeting a Lady or Elderly Person.

- (b) Picture study: "Kiss Me." Teach the name of the picture.

- (c) Colloquial English: No. 36 two sentences (arm).

Thirty-fourth week

- (a) M. & R. C.—Courtesy in Helping Others. Dialogue. Review.

- (b) Picture study: Let the children help you select all the pictures studied that show helpfulness and kindness; that show affection. Encourage the girls and boys to talk about them and to ask questions.

- (c) Colloquial English: No. 36, two sentences (leg).

Thirty-fifth week

- (a) M. & R. C.—Review the dialogues on which the children need the most help.

- (b) Picture study: Go back to "The Cat Family." Explain family. Every child is a member of a family. How many children are in your

family? How many kittens are in the cat's family? Teach the name of the picture.

(c) Colloquial English: No. 39 (omit No. 38).

Thirty-sixth week

(a) M. & R. C.—Review dialogues as time permits.

(b) Picture study: Drill on the names of all the pictures. First give the names of the pictures, one at a time, while the pupils select the picture. Then have pupils, one at a time, name the pictures as you point to them. Finally, let the pupils point at the pictures and name them as they do so.

(c) Colloquial English: No. 40. Review.

GRADE II

(First Primary Language Book, Reimold. Manners and Right Conduct, Bulletin No. 47. Supplementary Outlines of Conversational English)

First week

(a) Language: Lessons 1, 2, and 3. In each lesson, study of the picture, where there is one, with conversation and reading (all oral work) should precede sentence making and written work. Read and follow the footnotes. Review pages 7-9 on Friday.

(b) M. & R. C.—Meeting a question you cannot answer. (a) Because you do not know the answer. Dialogues 1 and 2, page 39. Teacher should pay particular attention to instructions, page 39. Drill.

(c) Picture study: "The Cat Family."

Second week

(a) Language: Lessons 4 and 5. In Lesson 5 have pupils observe picture and give sentences without your asking questions. Later ask questions to bring out anything that they have failed to notice.

In taking up questions at the foot of a page, always go through everything orally first, letting pupils question each other.

- (b) M. & R. C.—Meeting a question you cannot answer. (b) Because you do not understand what is meant. Dialogues 1 and 2, page 39.

- (c) Picture study: "The Cat Family."

Third week

- (a) Language: Lesson 6 and half of Lesson 7. Lesson 6 (see note.) Explain the stanza; pupils copy and read it. Review pages 10 and 11.

- (b) M. & R. C.—Meeting a question you cannot answer. (c) Because you did not hear distinctly what was said. Dialogue (c), page 39.

Question pupils: When should you say, "I do not know," in answer to a question? When, "I do not understand?" When, "I beg your pardon, Miss B?" Review the five dialogues on page 39.

- (c) Picture study: "The Cat Family."

Fourth week

- (a) Language: Lessons 6 and 7. Questions taken up orally first. Much drill on all of page 13. Pupils question and answer each other using *is* and *are*. Review pages 12 and 13.

- (b) M. & R. C.—Greetings. Review all dialogues under this topic, pages 23 and 24.

- (c) Picture study: "The Cat Family." Review questions and answers. Encourage the children to ask each other questions about the picture.

Fifth week

- (a) Language: Lesson 8. Bring a ruler to class. Explain length, height, width. Illustrate, using a variety of objects. Have one child ask another, "How high is it?" while you are measuring with your ruler. While measuring, say, "I am measuring the desk, chair, book," etc. Put new words on the board.

Bring to class strips of cardboard 20 cm. long and $1\frac{1}{2}$ cm. wide. Have pupils mark off centimeters on them. (Keep the rulers.) Ask questions while the children work. Have them measure desks, books, etc.

(b) M. & R. C.—Helping Others. Review the four dialogues, page 26.

(c) Picture study: "Can't You Talk?" Conversation. Sentence work. Questions answered orally.

Sixth week

(a) Language: Lessons 9 and 10. Lesson 9. First collect home work. Reading. (a) Questions taken up orally; (b) answers written on the board or on paper. Lesson 10. Reading. Oral drill on questions and answers. Answers to first five questions written on paper. Review pages 12 to 16.

(b) M. & R. C.—Acknowledging a Favor. Review all dialogues under this topic.

(c) Picture study: "Can't You Talk?"

Seventh week

(a) Language: Lessons 11 and 12. Lesson 11. Reading and explanation of the poem. Questions on picture and verses. (One line of poetry is called a verse.) Children memorize the poem for the next day. Pupils recite verses, then copy them on paper. Lesson 12. Reading. Sentences, oral first with blanks filled; then written on paper.

(b) M. & R. C.—Sharing Something with a Friend. Review all dialogues that come under this topic.

(c) Picture study: "Can't You Talk?"

Eighth week

(a) Language: Lessons 13 and 14. Lesson 13. Questions on the picture. Reading. (See note.) Lesson 14. Different colored objects to be brought into class. Questions and answers, oral first. Spelling of names of colors to be tested orally. Then have answers written on paper. Review pages 16 and 17.

(b) M. & R. C.—General review of first grade dialogues that the children find most difficult.

(c) Picture study: "Can't You Talk?"

Ninth week

- (a) Language: Lessons 15 and 16. Lesson 15. Questions on picture, explanation of poem. (See note.) Pupils memorize it for the next day. Pupils copy verses and recite verses. Oral questions with answers written on the board. Lesson 16. Entire page to be read orally. Words for blanks to be written on the board as they are given.
- (b) M. & R. C.—Meeting a question you cannot answer. Review all dialogues under this topic.
- (c) Picture study: “A Helping Hand.” Encourage the children to ask questions about the picture before giving those found in the manual.

Tenth week

- (a) Language: Lesson 16 completed and Lesson 17. Lesson 16. Written, after going through it orally. Lesson 17. The entire lesson orally, and acted out. (See note.) Sentence work taken up orally and then written.
- (b) M. & R. C.—Courtesy in Receiving a Visitor. Dialogue 1.
- (c) Picture study: “A Helping Hand.” How does this child help her father? How do you help your father? How can you help your mother? How can you help your teacher? How can you help schoolmates? Who will volunteer to act out a dialogue to illustrate helpfulness?

Eleventh week

- (a) Language: Lessons 18 and 19. Lesson 18. Entire page to be oral and words at the bottom of the page to be used in sentences. Review pages 20–23.
- (b) M. & R. C.—Receiving a Visitor. Review dialogue 1 and take up dialogue 2.
- (c) Picture study: “A Helping Hand.” Take up the questions and answers orally. Later have the answers to the questions written on paper.

Twelfth week

- (a) Language: Lessons 21 and 22. Lesson 21. To

questions. (See note.) Teachers write the words for the blanks on the board as a pupil reads, after a child has given the word. Pupils must learn to spell the words. No written work the first day. Children copy, filling in the blanks. Then questions taken up orally. Lesson 22. Study picture. Oral work in questioning and telling a story about the picture.

- (b) M. & R. C.—Drill on the proper manner of Receiving a Visitor; also on the proper manner of Meeting and Passing on the Sidewalk or Road (See page 40.)

- (c) Picture study: "A Helping Hand."

Thirteenth week

- (a) Language: Lesson 22 completed and Lesson 23 Lesson 22. Reading. Drill on new words *rough* and *smooth* explained. Questions answered orally by those who really have dogs. Lesson 23. Poem read, explained, and memorized. (See note.) Review pages 27 to 29.

- (b) M. & R. C.—Courtesy in the Presence of Strangers, page 24. Talk by the teacher, illustrated in dialogue by pupils.

- (c) Picture study: Review a favorite picture.

Fourteenth week

- (a) Language: Lessons 24 and 25. Lesson 24. Drill on these words: brother, sister, big brother, little sister. Study the picture. Blanks filled in by those who have brothers and sisters. Lesson 25. Read and explain the poem and help the children to memorize it.

- (b) M. & R. C.—Greeting the Owner of a House When a Child Comes with a Message to Him. Review dialogue.

- (c) Picture study: Review.

Fifteenth week

- (a) Language: Lesson 26 and half of Lesson 27. Lesson 26. (See note.) Pupils should understand *playmates*. Lesson 27. Study picture and read

ing to questions. Teach children the game "Drop the Handkerchief." Review pages 30 to middle of 33.

- (b) M. & R. C.—Talk by the teacher. Topic: Staring. (See page 24.) Review all topics previously taken up under the head of "Cleanliness." Questions and answers. Hygienic reasons to be given by the teacher. Review Courtesy in Passing in Front of a Person, page 26; in the Presence of Strangers, page 24; in Meeting or Passing on the Sidewalk.

- (c) Picture study: Review.

Sixteenth week

- (a) Language: Lesson 27 and Lesson 1 of Part II. Lesson 27. Questions answered orally, then in writing. Page 34, names of all objects used to be spelled.
- (b) M. & R. C.—Receiving a Visitor. Review dialogues 1 and 2.
- (c) Picture study: Take up any picture previously studied for which the children show a preference. Let the pupils do most of the talking, directed by a few timely questions.

Seventeenth week

- (a) Language: Lesson 2, page 35. Names of all objects in the picture given orally, then written on the board.
- (b) M. & R. C.—Talk by the teacher. Topic: Table Manners. (See page 72.) Courtesy: In Greeting a Stranger, dialogue 1, page 41. Explain *stranger*. Write the different parts on the board, one at a time. Teach pupils to read these parts naturally. Have them copy the parts carefully on paper.
- (c) Picture study: "Feeding the Hens." Conversation. Encourage the children to ask questions and to make statements about the picture before taking up the questions in the manual.

Eighteenth week

- (a) Language: Lessons 3 and 4 and half of Lesson 5. Lessons 3 and 4, pages 36 and 37. Teach one use for a capital letter; one use for the period. Lesson 5, page 38. Picture study and reading. Drill on the parts of the carabao.
- (b) M. & R. C.—Greeting a Stranger. Dialogue 1. Drill on the natural reading of the parts of this dialogue.
- (c) Picture study: "Feeding the Hens."

Nineteenth week

- (a) Language: Lessons 5 and 6. First ten questions. Reading followed by oral answers. (See footnote.)
- (b) M. & R. C.—Greeting a Stranger. Dialogue 1. Drill on the natural reading of the parts of this dialogue. Then assign parts to different pupils to be acted.
- (c) Picture study: "Feeding the Hens."

Twentieth week

- (a) Language: Lessons 7 and 8.
- (b) M. & R. C.—Greeting a Stranger. Review dialogue 1 and take up dialogue 2. Teacher reads and explains, acting out the parts as he does so. Dialogue written on the board. Attention given to all new words. Pupils copy on paper, then read from their papers. Try to get around the class.

Twenty-first week

- (a) Language: Lesson 9. Omit Lesson 10.
- (b) M. & R. C.—Greeting a Stranger. Dialogue 2. Pupils assigned to different parts for reading from their papers. Instruct them to have the parts thoroughly memorized for the coming Friday.
- (c) Picture study: "The Sistine Madonna." (Madonna, Italian for *my lady*; hence, the Virgin Mary. "Our Lady.")

Twenty-second week

- (a) Language: Lessons 11 and 12. See footnote to Lesson 11.
- (b) M. & R. C.—Talk by the teacher: Courtesy at Meals. Question pupils on talk previously given to see how much they remember of what was said. Read instructions, page 41. Be sure that all new words are fully explained. Take up dialogue 1, Acknowledging a Favor, in the same manner as dialogue 3, on Greeting a Stranger, was first taken up. (See instructions for seventeenth week.)
- (c) Picture study: "The Sistine Madonna."

Twenty-third week

- (a) Language: Lessons 13 and 15 to "What is the boy's first name?" omitting page 47.
- (b) M. & R. C.—Acknowledging a Favor. Drill on dialogue 1, and take up dialogue 2. (See instructions for seventeenth week.)
- (c) Picture study: "The Sistine Madonna."

Twenty-fourth week

- (a) Language: Complete Lesson 15 and take Lesson 16.
- (b) M. & R. C.—Acknowledging a Favor. Review dialogues 1 and 2.
- (c) Picture study: Take up all pictures previously studied. Have a bright and lively recitation. Get the pupils to do most of the talking. Have some ask questions, others answer. Oral work first. Have all short, clear, easy sentences written on the board. Take up the "Sistine Madonna" last. Talk on Christmas and why we celebrate it; also the opportunities it offers for cheery greetings and helpfulness.

Twenty-fifth week

- (a) Language: Lesson 17. Picture study and reading first, with drill on *parents* and *family*, then written exercises; also Lesson 18 down to Writ-

ten Exercise, with picture study, reading, and filling in of blanks. As words for blanks are read, the teacher should write them in a column on the board. Review pages 48-50.

(b) M. & R. C.—Have a general review of favorite dialogues.

(c) Picture study: Review a favorite picture.

Twenty-sixth week

(a) Language: Lesson 19 and Lesson 21 (omitting Lesson 20).

(b) M. & R. C.—Asking a Favor or Permission to Do Something, dialogue 1. Review dialogues 1 and 2 under *Acknowledging a favor*.

(c) Picture study: Review a favorite picture.

Twenty-seventh week

(a) Language: Lessons 22 and 23 to Written Exercises, page 56.

(b) M. & R. C.—Asking a Favor or Permission to Do Something, dialogues 2 and 3.

(c) Picture study: Review drilling on the names of the pictures. Try to have pupils give probable reasons for the titles of the pictures.

Twenty-eighth week

(a) Language: Omit Lessons 24 and 25. Take Lesson 26, Lesson 27, and Lesson 29 (omitting Lesson 28).

(b) M. & R. C.—Asking a Favor or Permission to Do Something. Dialogues 4 and 5.

(c) Picture study: "The First Step."

Twenty-ninth week

(a) Language: Lessons 26, 27 (all oral work), and 29 (omitting Lessons 24, 25, 28, and 30).

(b) M. & R. C.—Asking a Favor or Permission to Do Something. Review dialogues 1 to 3.

(c) Picture study: "The First Step."

Thirtieth week

(a) Language: Lessons 31, 32, 33, 34 with drill on use of *is* and *are*.

(b) M. & R. C.—Asking a Favor or Permission to Do Something. Review dialogues 1 to 5.

(c) Picture study: "The First Step."

Thirty-first week

(a) Language: Lessons 35, 36, 37.

(b) M. & R. C.—Asking a Favor or Permission to Do Something. Review "Illustrations." Questions and answers.

(c) Picture study: "Kiss Me."

Thirty-second week

(a) Language: Lessons 38, 39, and 40 (Part II only).

(b) M. & R. C.—Illustrations, questions, and answers.

(c) Picture study: "Kiss Me."

Thirty-third week

(a) Language: Lessons 41, 43, and 44 (Lesson 42, page 75, to be omitted).

(b) M. & R. C.—Review any dialogues suggested by pupils as difficult.

(c) Picture study: "Kiss Me."

Thirty-fourth week

(a) Language: Lesson 46 entire, and Lesson 47, omitting written exercises (Lesson 45 to be omitted).

(b) M. & R. C.—Receiving a Visitor. Review.

(c) Picture study: Review "Kiss Me," "A Helping Hand," "The First Step."

Thirty-fifth week

(a) Language: Lessons 52 and 53 (Lessons 48, 49, 50, and 51 to be omitted).

(b) M. & R. C.—Acknowledging a Favor. Review.

(c) Picture study: Review "The Sistine Madonna" and "Feeding the Hens."

Thirty-sixth week

(a) Language: Lessons 55, 57, 58, and 59 (Lesson 56 to be omitted).

(b) M. & R. C.—Review: Cleanliness; Courtesy at Meals, and all other topics that have been discussed in the teacher's talks.

(c) Picture study: General Review.

GRADE III

(Second Primary Language Book, Reimold, revised edition; Manners and Right Conduct, Bulletin No. 47; Supplementary Outline of Conversational English)

First week

- (a) Language: Lesson 1. Study of picture. Names of all objects seen in the picture to be written on the blackboard. Pupils write sentences in which those names are used. Written exercises: Have some do board work; others, oral work from paper.
- (b) M. & R. C.—Mottoes for the month: "Cleanliness is next to godliness" and "Manners make the man." Do the dialogue on page 77. Write on the board the first eight speeches of the dialogue. Pupils read from the board and then copy carefully on paper. Have them read from their papers to see that they have made no mistakes in copying. Drill for expression, if there is time.
- (c) Picture study: "Feeding Her Birds," page 138. Conversation and sentence work before taking up any question given in the manual. Mottoes on Kindness: "It is more blessed to give than to receive," and Helpfulness, page 69. Write the mottoes on the board. Explain new words. Have children copy the mottoes and memorize them.

Second week

- (a) Language: Lesson 2 (Part I, oral; Part II, written and corrected in class) and Lesson 3 (all oral work).
- (b) M. & R. C.—Dialogue, page 77. Receiving a Visitor in the Schoolroom. Review the first half of the dialogue and then take up the second half. Drill. Try to have two or three different sets of children rehearse it.
- (c) Picture study: "Feeding Her Birds."

Third week

- (a) Language: Lesson 4 and Lesson 5 to Written Exercises. Lesson 4, Part I. To be taken up orally first, several times; then to be written on the board by the pupils. Omit Part II. Lesson 5, to Written Exercises, page 16. Have much oral drill. Review Lessons 2 to 5.
- (b) M. & R. C.—Receiving a Visitor in the Schoolroom. Drill.
- (c) Picture study: "Feeding Her Birds."

Fourth week

- (a) Language: Lesson 5 completed (board work), Lesson 6 (oral first), and Lesson 7 (whole story to be told orally; first three paragraphs for dictation exercise).
- (b) M. & R. C.—Motto for the month. Lesson on Cleanliness; face, neck, ears, hands, and nails. Be sure to explain the *how* and the *why*.
- (c) Picture study: "Feeding Her Birds."

Fifth week

- (a) Language: Lesson 8, read the note before the Written Exercise. Have the pupils name in order the things told, without looking at the book. Dictate first two paragraphs. Lesson 9. Drill.
- (b) M. & R. C.—Talk on Table Manners. Meeting and Greeting a Stranger, dialogue, one half only taken up at first. When completed, drill. Select pupils who have not before acted a part if there are any such in the class.
- (c) Picture study: "The Blacksmith."

Sixth week

- (a) Language: Lesson 10. Read the whole story. Explain and answer questions. Questions to be answered orally first, then in writing.
- (b) M. & R. C.—Meeting and Greeting a Stranger, dialogue 2.
- (c) Picture study: "The Blacksmith."

Seventh week

- (a) Language: Lesson 11. Use each noun in a sentence. Written Exercise, orally first.
- (b) M. & R. C.—Meeting and Greeting a Stranger. Review dialogue 1; drill on dialogue 2.
- (c) Picture study: "The Blacksmith."

Eighth week

- (a) Language: Lesson 12 to Written Exercise.
- (b) M. & R. C.—Review dialogues: Receiving a Visitor in the Schoolroom; Meeting and Greeting a Stranger.
- (c) Picture study: "The Blacksmith."

Ninth week

- (a) Language: Lesson 12 completed. Lesson 13 all taken orally.
- (b) M. & R. C.—Motto for the month. Dialogue, page 81. Giving and Receiving a Gift (Concepcion's birthday). (See instructions for *first week*.)
- (c) Picture study: "Saved," page 119. Encourage children to ask questions and make statements. Tell them the story of "Greyfriar's Bobby" (see page 100).

Tenth week

- (a) Language: Lessons 13 and 14 (to Written Exercises). Lesson 13. Pupils answer questions on paper, omitting 6, 7, 9, 10, 11, 12, 14, which are to be taken up orally. Review Lessons 12-14.
- (b) M. & R. C.—Talk by the teacher. Topic: Truthfulness. (See page 91.) Tell "A Story of a Little Moro Girl," page 92. Dialogue drill: Giving and Receiving a Gift (Concepcion's birthday).
- (c) Picture study: "Saved." Take up questions in the manual. Retell the story, page 100.

Eleventh week

- (a) Language: Lesson 14 completed; Lesson 15. Lesson 15, oral. Have pupils learn the difference between domestic and wild animals. Write on

the board 40 nouns, singulars and plurals mixed. Pupils write on paper the singular nouns in one column, the plural in another.

- (b) M. & R. C.—Giving and Receiving a Gift, dialogue 2 (Miss Averilla and Pilar). (See instructions for *first week*.)

- (c) Picture study: "Saved."

Twelfth week

- (a) Language: Lessons 16 and 17. Lesson 16, oral. (See note.) Have oral work on the carabao, the pig, and the goat. Lesson 17. Reading and questions, oral. Review Lessons 14 to 16.

- (b) M. & R. C.—Giving and Receiving a Gift. Review dialogues 1 and 2.

- (c) Picture study: "Saved."

Thirteenth week

- (a) Language: Lessons 18 and 19 (Part I only). Lesson 18. Drill and explain fully. Lesson 19. Oral first, then written. Be careful that the subjects are all plural nouns.

- (b) M. & R. C.—Motto for the month. Review the mottoes for June, July, and August. Review dialogue: Receiving a Visitor in the Schoolroom. Take up dialogue 1, Returning to Owner an Object Dropped.

- (c) Picture study: Review "Feeding Her Birds."

Fourteenth week

- (a) Language: Lesson 20 (all oral) and Lesson 21.

- (b) M. & R. C.—Returning to the Owner an Object Dropped, dialogue 1. Drill. Review Greeting a Stranger, dialogue 1.

- (c) Picture study: Review "Feeding Her Birds."

Fifteenth week

- (a) Language: Lesson 22 and Lesson 23 to be read and explained.

- (b) M. & R. C.—Returning to the Owner an Object Dropped, dialogue 2. Review Greeting a Stranger, dialogue 2.

- (c) Picture study: Review "The Blacksmith."

Sixteenth week

- (a) Language: Lesson 23 completed; Lesson 24, Part I, words to be explained; Part II oral. Review Lessons 20, 23, and 24.
- (b) M. & R. C.—Review: Giving or Receiving a Gift; Returning to the Owner an Object Dropped.
- (c) Review "The Blacksmith."

Seventeenth week

- (a) Language: Lesson 25 (see note, page 40). Lesson 26, omitting questions 5, 6, 8, 9, and Lesson 27, taking only Part II of Written Exercises and such parts of Part I as refer to nouns. Be sure not to speak to pupils of verbs.
- (b) M. & R. C.—Motto for the month. Talk by the teacher. Topic: Honesty, pages 93 and 94. Questions 1, 4, 7, 13, page 94, taken up orally. Dialogue: The Lost Knife.
- (c) Picture study: "The Horse Fair."
Ask very few questions about this picture. Try to have the children appreciate the activity and strength as well as beauty of horses that are well cared for. Talk on horses, their uses, and their care, pages 98 to 100.

Eighteenth week

- (a) Language: Lesson 28, omitting Part III of Written Exercises. Test on language work at the end of the week.
- (b) M. & R. C.—Special Lesson for Boys, page 85. Take up the first five points in the first lesson. Girls should also learn these points and be able to criticise the behavior of the boys. Take up the last six points finally.
- (c) Picture study: "The Horse Fair."

Nineteenth week

- (a) Language: Lessons 29 and 30. Lesson 30. All the lesson. Written Exercises. Pupils mail their letters at the teacher's desk.
- (b) M. & R. C.—Review Special Lessons for Boys. Dialogue, The Lost Knife. Drill.

- (c) Picture study: "The Horse Fair." In connection with this study, talk on the *use* and *care* of horses.

Twentieth week

- (a) Language: Lesson 31 and Lesson 32, omitting Part II of Written Exercises.
 (b) M. & R. C.—Review Special Lessons for Boys; The Lost Knife; questions on honesty; and "A Story of a Little Moro Girl."
 (c) Picture study: "The Horse Fair."

Twenty-first week

- (a) Language: Lessons 33 and 34. Review Lessons 25, 29, and 31.
 (b) M. & R. C.—Motto for December. Talk by the teacher. Topic: Play. Manner of Refusing or Accepting Anything Offered, page 84. Drill. Illustrations: Manner of Asking a Favor. Write these illustrations on the board. Have the children copy them. Use them first as a reading exercise.
 (c) Picture study: "The Good Shepherd."

Twenty-second week

- (a) Language: Lesson 35 and Lesson 36, Part I. Drill. (See note.)
 (b) M. & R. C.—Special Lesson for Girls. Illustrations: Asking a Favor. Drill. Manner of Refusing or Accepting Anything. Drill.
 (c) Picture study: "The Good Shepherd."

Twenty-third week

- (a) Language: Lesson 36, Part II, Lesson 37 (Part III of Written Exercises omitted) and Lesson 38 (reading and explanations only).
 (b) M. & R. C.—Special Lesson for Girls. Review Asking a Favor; Manner of Accepting or Refusing Anything Offered. Talk on Play, pages 112 to 114. Topics 1, 2, 3, on page 64.
 (c) Picture study: "Mother and Child."

Twenty-fourth week

- (a) Language: Lessons 38, 39, and 40 to Written Ex-

ercises. Lesson 38. Drill on the story and ask the questions on page 55.

(b) M. & R. C.—Review of any dialogues the children have most enjoyed.

(c) Picture study: "The Good Shepherd;" "Mother and Child."

Twenty-fifth week

(a) Language: Lessons 40 and 41 (see note).

(b) M. & R. C.—Motto for the month. Review the topics previously taken up on play.

(c) Picture study: "The Sower."

Twenty-sixth week

(a) Language: Lessons 42 and 43.

(b) M. & R. C.—Lesson on Respect, page 88. Review Lesson on Truthfulness, page 91. Retell the story: "A Story of a Little Moro Girl."

(c) Picture study: "The Sower."

Twenty-seventh week

(a) Language: Lessons 44 and 45.

(b) M. & R. C.—Review dialogues Greeting a Stranger.

(c) Picture study: "The Sower."

Twenty-eighth week

(a) Language: Lesson 46. Review all the stories orally. Omit the Written Exercise. Lesson 47 entire.

(b) M. & R. C.—Review mottoes on Kindness, page 96, and Helpfulness, page 69. Review any dialogue suggested by the children.

(c) Picture study: "The Sower."

Twenty-ninth week

(a) Language: Put a list of ten easy singular nouns on the board. Have pupils use the possessive singular forms of these nouns in sentences written on paper. (Preparatory to Lesson 40.) Lesson 40 taken up in easy stages with written work done carefully in class and corrected by the teacher.

(b) M. & R. C.—Motto for the month. Review mottoes for the different months. Review any dialogue on which drill is most needed.

- (c) Picture study: Review all picture titles. Try to have pupils find some good reason for the name given to each picture. Drill on titles.

Thirtieth week

- (a) Language: Lessons 49 and 50. Story read and questions answered, Lesson 50. All oral work. Next select nouns, telling whether they are common or proper; also verbs, telling whether they show present or past time.
- (b) Picture study: From now on keep up a general review of the seven pictures already studied.

Thirty-first week

- (a) Language: Lessons 51, 52, 53.
- (b) M. & R. C.—Call for volunteers to give the dialogue, page 77, Receiving a Visitor in the School-room.
- (c) Picture study: Review.

Thirty-second week

- (a) Language: Review Lessons 42-44. Take in advance Lessons 54 and 55. Omit Part I of Written Exercises, page 72.
- (b) M. & R. C.—Talk on Dogs (Kindness). Retell the story of "Greyfriar's Bobby."
- (c) Picture study: Review.

Thirty-third week

- (a) Language: Lesson 56.
- (b) M. & R. C.—Motto for the month.

[NOTE.—For the month of March the teaching of Manners and Right Conduct should be confined to the practical every day application of what has been taught in class up to this time. This will require constant care and ready criticism on the part of the teacher.]

- (c) Picture study: Review.

Thirty-fourth week

- (a) Language: Lessons 57, 58, and 59.
- (b) Picture study: Review as time permits.

Thirty-fifth week

- (a) Language: Review Lessons 54, 57, 58, and 59. In advance, Lesson 60 (all oral work) and Lesson 61.

Thirty-sixth week

- (a) Language: Lessons 62, 63, and 64.

GRADE IV

(Second Primary Language Book, pages 85 to 159, revised edition; Manners and Right Conduct, Bulletin No. 47 (Revised); Supplementary Outlines of Conversational English)

First week

- (a) Language: Lessons 65 to 67. Oral review at the end of the week.
 (b) M. & R. C.—Pupils copy mottoes for June and July and learn to read them. Talk on cleanliness.
 (c) Picture study: "Baby Stuart."

Second week

- (a) Language: Lessons 68 and 69. Keep up daily review of the previous day's lesson. Review Lessons 65 to 69 at the end of the week.
 (b) M. & R. C.—Dialogue: Receiving a Visitor, page 77. First seven speeches. Dictate shorter ones while pupils write on paper. Write longer ones on the board to be copied by pupils. Watch for mistakes made in copying. For second lesson: (1) Reading of first half; (2) take up last half. Board and paper work followed by reading. Watch for mistakes made in copying.
 (c) Picture study: "Baby Stuart."

Third week

- (a) Language: Lessons 70, 71, and 72.
 Lesson 71 to written exercises, orally, until one gives it well, then send him to the board to write it. Continue oral work with the others. Written exercise. Oral drill before taking up the day's written lesson.
 (b) M. & R. C.—Dialogue: Receiving a Visitor. Have it all read as many times as possible during the period, calling upon different pupils (girls as well as boys) for each reading. Insist upon naturalness of expression; on correct pronunciation. (See suggestions for conducting a recitation in dialogue, page 22.) Have the pupils

memorize during the next language study period. Talk by the teacher: Table Manners, pages 72 and 73. Write on the board six "Do nots," page 73. Explain new words. Have children copy them and read.

- (c) Picture study: "The Gleaners." Have pupils look carefully at the picture. Get them to talk about it. Teacher explains. Have new words written on the board, pronounced carefully, copied, and studied.

Fourth week

- (a) Language: Lessons 73 and 74. Review Lessons 70 to 74.
- (b) M. & R. C.—Dialogue: Receiving a Visitor. Drill. Talks by the teacher: Table Manners; Cleanliness.
- (c) Picture study: "The Gleaners." New words to be spelled and used in sentences that tell something about the picture.

Fifth week

- (a) Language: Give ten sentences similar to those in Part II of Lesson 74 for class work. Blanks filled in.
- (b) M. & R. C.—Motto for August. Dialogue: Receiving a Visitor. Drill. Call on pupils who have seldom taken a part. Give as many as possible a chance. Take up Greeting a Stranger, page 80. Write on the board. Have pupils copy carefully and then read. Insist on correct pronunciation and life-like expression.
- (c) Picture study: "A Distinguished Member of the Humane Society." Story, page 96; also "Greyfriar's Bobby," page 100.

Sixth week

- (a) Language: Lessons 77 and 79 (omitting Lesson 78). Lesson 77, put list of well-known verbs on the board. Have pupils use them in asking questions beginning with *what*, *where*, *when*; and *why*. Lesson 79 to written exercises only. Explain a *diary*. Have a diary for one day read

and explained. Have pupils tell what Robinson Crusoe did that day. Ask how they know what Crusoe did.

- (b) M. & R. C.—Lesson on Cleanliness, to the four “*nevers*,” page 67. Questions, answers, explanations. Lesson on Table Manners, pages 72 and 73. Write on the board “Do nots,” 7 to 13, page 73. Explain new words. Have pupils copy and read.
- (c) Picture study: “A Distinguished Member of the Humane Society.”

Seventh week

- (a) Language: Lessons 79 (written exercises) and 80. Write lists of verbs on the board. Drill orally on written exercises before writing.
- (b) M. & R. C.—Meeting a Stranger, page 80. Parts read and acted by pupils preparatory to memorizing; then memorized. Lesson on Cleanliness. From the four “*nevers*” to bottom of page 68.

Eighth week

- (a) Language: Lesson 81. Entire lesson, oral, written. Lesson 82. Much oral drill. Explain and write on the board a list of regular verbs. Review Lessons 77, 79, 80, and 81.
- (b) M. & R. C.—Dialogue: Meeting a Stranger. Drill. Review talks on Table Manners, and “Do nots.”
- (c) Picture study: “A Distinguished Member of the Humane Society.” Review “Greyfriar’s Bobby.” Ask children to tell some good stories about faithful dogs.

Ninth week

- (a) Language: Lessons 82 to 83. With Lesson 83 drill on past forms of familiar verbs, pages 178 and 179. Conjugate in the simple present and the simple past.
- (b) M. & R. C.—Motto for September. To be written, copied, and studied. Dialogue: Meeting a Stranger. (Scene: The street.)
- (c) Picture study: “Christ Blessing Little Children.”

Tenth week

- (a) Language: Lessons 84 to 85. Lesson 84. Give one entire period to oral drill preparatory to written work. Lesson 85. With this lesson take up principal parts of irregular verbs, pages 180 and 181. Review parts of familiar verbs, pages 177 to 181. Pupils list verbs on page 104 as present or past.
- (b) M. & R. C.—Review: Meeting a Stranger (scene: The street) ; and take up the last dialogue under this topic (scene: The school corridor).
- (c) Picture study: "Christ Blessing Little Children."

Eleventh week

- (a) Language: Lessons 86 and 87. (All work to be taken up orally first and then to be written.) Read carefully.
- (b) M. & R. C.—Review the dialogues of last week. Talk by the teacher. Topic: Truthfulness. Tell "A Story of a Little Moro Girl," page 92.
- (c) Picture study: "Christ Blessing Little Children."

Twelfth week

- (a) Language: Lesson 88 (Parts I and III only). Orally; then to be written in the next language study period.
- (b) M. & R. C.—"Presenting and Receiving a Gift," dialogue (Miss Averilla and Pilar). Drill.
- (c) Picture study: "Christ Blessing Little Children."

Thirteenth week

- (a) Language: Lesson 89. Reading only with necessary explanation for the first lesson; for the next recitation pupils answer the questions and tell what happened to Crusoe April 16. Have pupils write in class the story of "How Crusoe Was Terrified."
- (b) M. & R. C.—Motto for October. Presenting and Receiving a Gift. Drill on the dialogue of last week and take up dialogue 2 (Miss Wright and Flaviana) under this same topic.
- (c) Picture study: Review "Baby Stuart."

Fourteenth week

- (a) Language: Lesson 89 (written exercises, Part II), Lesson 90 (four of Part I put on the board, also four of Part II and other pupils to read theirs at this time), and Lesson 91. Review Lessons 88 to 91.
- (b) M. & R. C.—Presenting and Receiving a Gift. Review dialogues 1 and 2. Drill. Lesson on Honesty, pages 93 and 94. (See four points made, page 51.) Take up orally, questions 1 to 8, page 94.
- (c) Picture study: Review “The Gleaners.”

Fifteenth week

- (a) Language: Lessons 92 and 93. Review use of verbs, present and past, in both statements and questions.
- (b) M. & R. C.—Returning to the Owner an Object Dropped. Dialogue 1 (Mary and James). Meeting a question you cannot answer.
- (c) Picture study: Review “The Gleaners.”

Sixteenth week

- (a) Language: Lesson 94. Read the note at the top of page 115.
- (b) M. & R. C.—Lesson on Honesty. Take up orally questions 9 to 16, page 94. Review the dialogue of last week and take up dialogue 2 (Pedro and Nicolas) under the same topic.
- (c) Picture study: Review a favorite picture.

Seventeenth week

- (a) Language: Lessons 95 and 96 (to written exercises, drilling on forms). Review the use of verbs—future and present perfect tenses—in both statements and questions.
- (b) M. & R. C.—Motto for November. Review dialogues of the past two weeks and take up dialogue 3 (Miss Garcia and Manuel) under the same topic. Lesson on Play, pages 112 to 114. (“All work and no play makes Jack a dull boy.”) Topics 1, 2, and 3, page 64.

- (c) Picture study: "Three Members of a Temperance Society." Write on the board and explain The Horse's Petition to his Driver. Ten lines page 98. Pupils copy. Tell them to memorize these lines in their next language study period.

Eighteenth week

- (a) Language: Lesson 96. Follow the idea of Lesson 100, page 119. (See pages 174, 175, and 176.)
- (b) M. & R. C.—Play, pages 112 to 114, Topics 4, 5, and 6. Review all dialogues on Returning to the Owner an Object Dropped. Take up "The Lost Knife."
- (c) Picture study: "Three Members of a Temperance Society." Have the lines memorized and recited, page 98.

Nineteenth week

- (a) Language: Lessons 96 and 97 by having a letter written in class. Teacher gives data, also address for the envelopes. Lesson 98. Written exercises at the board by some; at the seats by others. Lesson 99. Parts I and II. Board work in class, then assigned to be written during the next language study period.
- (b) M. & R. C.—Dialogue: "The Lost Knife." Drill on Play. Topics 1 to 6 for review; 7 and 8 in advance.
- (c) Picture study: "Three Members of a Temperance Society." "The Horse." Take up orally questions, page 104.

Twentieth week

- (a) Language: Lesson 99; Part III to be written during the study period; Part IV, in class. Lesson 100 (follow note, page 120, and Lesson 101).
- (b) M. & R. C.—Review favorite dialogues.
- (c) Picture study: Review a favorite picture.

Twenty-first week

- (a) Language: Lessons 102, 103, and 104. Drill on questions and affirmative and negative answers

a short time every day. Lesson 104. Pupils read and teacher explains all new words.

(b) M. & R. C.—Motto for December. Special Lesson for Boys, page 85, paragraphs 1 to 6.

(c) Picture study: "The Madonna of the Chair."

Twenty-second week

(a) Language: Review Lessons 97 to 103. In advance, Lesson 104. Pupils answer question and tell orally how Crusoe made his pots. Then take the Written Exercise. Drill on negative and affirmative answers.

(b) M. & R. C.—Special Lesson for Girls, page 87. Try to have the girls come back after the Christmas vacation in short skirts.

(c) Picture study: "The Madonna of the Chair."

Twenty-third week

(a) Language: Lessons 105, 106, and 107. (Oral and board work.)

(b) M. & R. C.—Accepting or Refusing Anything; Manner of Asking a Favor.

(c) Picture study: "The Madonna of the Chair."

Twenty-fourth week

(a) Language: Lessons 108, 109, and 110. All recited orally except Part III of Lesson 110.

(b) M. & R. C.—Review: Presenting and Accepting a Gift; two dialogues.

(c) Picture study: "The Madonna of the Chair." Review "Christ Blessing Little Children."

Twenty-fifth week

(a) Language. (Omit Lessons 111, 112, and 113.) Lesson 114 (Parts I, II, and III only). Lesson 115. Pupils read the lesson, then answer questions on page 133 and write from dictation the first two paragraphs of the story. Collect work at once.

(b) M. & R. C.—Work on motto for January. Accepting or Refusing Anything Offered, page 84.

Drill. Illustrations: "Asking a Favor." Write on the board. Have pupils copy.

- (c) Picture study: Review a favorite picture.

Twenty-sixth week

- (a) Language: Lesson 116. To be told orally then written on the board by some pupil while the teacher drills the class on verbs. Lesson 117. Pupils read, teacher explains and asks questions. Written exercises. Parts I and II, prepared during the study period; Part III, class work, following explanation by the teacher. (Keep work.)
- (b) M. & R. C.—Lesson on Respect, page 88. "The Story of the Wooden Bowl" (told, *not* read) by the teacher.
- (c) Picture study: Review.

Twenty-seventh week

- (a) Language: Lesson 118. Reading and explanation. Questions and answers, orally first, then written. Omit Written Exercises, Part I. Give Part II orally first, then in writing.
- (b) M. & R. C.—Review the lesson on Respect. Retell "The Story of the Wooden Bowl."
- (c) Picture study: Review, at the discretion of the teacher.

Twenty-eighth week

- (a) Language: Lesson 119. Oral and written. Lessons 120 and 121.
- (b) M. & R. C.—Lesson on Consideration for Others, pages 89 and 90.
- (c) Picture study in review from this time on may be given as time permits when a picture is not named.

Twenty-ninth week

- (a) Language: Lessons 122, 123 (orally), and 125 to written exercises (omitting Lesson 124).
- (b) M. & R. C.—Motto for February. Review Consideration for Others.

Thirtieth week

- (a) Language: Lesson 125 (written exercises). Lessons 126 and 128 (omitting Lesson 127).
- (b) M. & R. C.—Review of any topic most needed.

Thirty-first week

- (a) Language: Lessons 129, 131, and 132 (omitting Lesson 130).
- (b) M. & R. C.—Picture study: "Sir Galahad."

Thirty-second week

- (a) Language: Lessons 136, 137, 138, and 140 (omitting lessons 133, 134, and 135).
- (b) M. & R. C.—Picture study: "Sir Galahad."

Thirty-third week

General Review.

Thirty-fourth week

General Review.

ARITHMETIC

SUGGESTIONS FOR TEACHERS OF ARITHMETIC IN PRIMARY GRADES

PURPOSES

- (a) To induce a skilful use of the tools of mathematics.
- (b) To lead to the application of this skill to the solution of practical problems.

ESSENTIAL PROCESSES

It is of the utmost importance that the teacher distinguish the *relatively few* essential things in primary arithmetic:

- (a) Writing numbers, both Arabic and Roman, and simple fractions.
- (b) Addition, subtraction, multiplication, and division of integers and common fractions.
- (c) Denominate numbers with tables of length, surface measure, weight, capacity, time, and value.
- (d) Finding perimeter and surface of common plane figures.
- (e) Use of common aliquot parts.

It is of importance that pupils become proficient in these processes, not only because most of their daily problems and problems of business relations involve them, but because they form the necessary foundation for any further study of mathematics.

Teachers should see that every child can add and subtract "by endings" and multiply and divide in all combinations assigned to their respective grades or the grades below.

Adding "by endings" consists in combining all the primary combinations through $9+9$ in numbers containing tens' places and higher orders, thus: $7+7=14$, $17+7=24$; $27+7=34$, etc. Subtraction "by endings" is similar: $12-7=5$; $22-7=15$; $32-7=25$; etc.

DRILL

The tendency of teachers is to neglect the drill side of arithmetic. After a principle has been made clear to pupils it should be made usable to them by persistent, vigorous drill; the most careful development of a new process will have no effect if there is a lack of this in its application.

Every arithmetic lesson should have a few minutes devoted to some form of drill on the application of the *combinations*.

All drill must be made interesting to the pupils by varied and skilful devices, or it becomes dull and meaningless.

MENTAL OR ORAL ARITHMETIC

Mental arithmetic should be given daily for at least one fourth of the recitation period (*a*) to keep up a review of the essential processes previously studied, (*b*) to introduce new principles, and (*c*) to give a sufficient amount of drill to principles already presented. This work should include both abstract and concrete problems. A problem should be stated before the name of the pupil is called, and stated but once, in order to keep the entire class alert.

One method, which is both effective and timesaving, is to have pupils write on slips of paper (prepared before the recitation to save time) answers to problems stated by the teacher. Teachers should then read correct answers while the pupils mark their papers. Those who failed in any

problem may stand and the teacher quickly gives such help as is needed to clear up the points on which they failed. When a majority of the class fail on certain points, these points should be made a class exercise in a later lesson.

WORK DONE OBJECTIVELY

Every new process should be developed objectively. Scales of weight and measures should be available in every school building. Children should be given much practice in the use of these measures, and practice in making problems from actual measurements, until they have an accurate conception of the new process. Abundant material is afforded in objects in the schoolroom and the school yard.

The work in measurement is of great value; it furnishes material of special interest and is also of practical value. Children love to solve practical problems.

ESTIMATING

Early in the course, pupils are taught measures of length and capacity, and later of weight and surface. Practice in estimating should be given frequently in all grades. Ask pupils to estimate the length of desks, of the table, of the room, of various objects in the room; then verify by actual measurement. Ask pupils to estimate contents of jars, of baskets, etc., and then use actual measures to verify results.

Also from the beginning of problem work, pupils should be taught to estimate results. This will tend to avoid answers wide of the mark and secure reasonable application of the process required.

TESTING

One of the most important features of an arithmetic recitation is the testing of pupils. The tests should occur either in a few minutes' written work, or by careful questioning, day by day, in order to reveal any weaknesses—that is, to show where lessons taught and drilled on have not been grasped by pupils. Before teaching subject matter which it is presumed is wholly new to pupils, the teacher should find by questions, commands, and directions, involving an intelligent use on the part of the pupils of the subject matter, just how much of it they can use with understanding.

In this way the teacher will be guided in assigning work for the following days, so that it may be neither beyond the ability of pupils to do, nor so easy that it does not call for their best efforts.

CHECKING

The principle that nothing but accuracy will suffice should be impressed upon pupils. They should be made to feel that every solution or answer submitted must be the result of their best efforts. The pupil should ask himself: "Is this a reasonable answer?" Then he should proceed to check it. Addition problems are checked by adding in inverse order; other problems, by a careful mental repetition of the processes involved. Every pupil should early acquire the habit of checking all his work.

ASSIGNMENTS

Care must be taken that the problems assigned be not so difficult that teachers must devote a large part of the class period to explaining these problems; neither should these problems be so simple that pupils get them with little effort. In general, from three to five minutes only should be spent in checking up work assigned the previous day.

Problems of one type should be given for a sufficient number of days to insure the mastery of the principle involved; then they should be given with problems involving other principles taught, to make sure pupils distinguish the principles involved.

Very frequently pupils should originate problems involving a new process or principle. This is also good drill in oral English. All through the primary grades, pupils should be given an abstract process and led to make original problems illustrating a principle that has been taught.

PROFITABLE USE OF THE RECITATION PERIOD

The recitation period should be made up to a large extent of actual *teaching* and *vigorous drill*. The practice of taking up most of the period for indiscriminate explanation of the problems prepared during the study period is wasteful. And having the entire class work problems at the blackboard or on paper is not the most effective drill. When seat

work has been suited to the class, little explanation will be needed.

APPEARANCE OF WORK

The practice of preparing all work with neatness and order must be insisted on. There should be attention to regularity, to the drawing of lines parallel with the lines of paper or ruling on the blackboard. There should be no unnecessary drawing of lines. This is essential to the formation of good habits.

TEXTBOOKS

Great care should be exercised by principals and supervising teachers to the end that the texts be not followed mechanically, but that suitable supplementary material be prepared by the teacher. Such material will serve to make the work more interesting to the child, because it will be more usable. (See 9 in Suggested Daily Programs for Primary Grades.)

A textbook supplies the text or the subject, but very frequently does not contain sufficient subject matter to give a thorough understanding of arithmetical principles, or to give sufficient drill on the application of these principles. This subject matter, the life and surrounding of the pupils must furnish.

Always read the suggestions to teachers that preface a text and follow them closely except where they conflict with those of the course of study.

GRADE I

FIRST SEMESTER

With the exception of occasional lessons, the period assigned to arithmetic in the first grade should not be devoted to formal arithmetic; rather should it be a language lesson in which mathematical material is used.

Practically all the work of the first half year should be oral, with the idea of developing number sense and the relative value of numbers through 10. Teach them in their order forward and backward.

In the beginning, it would be well to give a few lessons testing pupils in their idea of number. Some children, as

a result of their home activities and other experiences, will know numbers through ten.

Much of the work should be constructive and comparative; as building with objects of uniform size, and comparing as to number of blocks, sticks, or beans used. All possible exercises that call for "motor activity" should be given; those which call for the separation of unlike objects into groups of like objects, etc.

Much depends on the kind of material used and the way it is used. Objects of uniform size are preferable and should be used until the idea of number is firmly fixed in the child's mind.

When pupils have a series of objects, as 5 pencils, teach them to think of the second pencil *as* the second one; that the *group* is 2, but that the second one does not represent 2 objects; that the third *is* the third, being *one* of the *group* of 3, etc.

The numbers should be learned by practice in desk work, by use in industrial work, in games and play, and in whatever experiences come to them. (See "The Materials," page 8 of the text.)

Desk work.—Place on the board, in order, groups of squares representing the numbers through five. Opposite each group write the name of the number. Let children copy on their desks with letter cards and tablets, as in learning the names of objects in reading. After some time change the squares to dots, which may be copied with seeds or buttons; and finally change to lines, which may be copied with pegs or sticks. Add new numbers, slowly, until children know the groups through ten and can place them in order on the desk and write the names in order on paper. Let children use the printed figures for desk work, placing them opposite the number groups. Teach the written form as part of the course in writing. When this is accomplished, let pupils give the relative values of the numbers in order, beginning with largest and counting backward to one, at first with the objects and later abstractly without the objects. All work should be done slowly and carefully.

See "Suggestions for Supplementary Exercises and Seat Work" for Part I, page 149.

SECOND SEMESTER

The first twenty-five addition combinations, as found in the text.

Counting by twos and by tens to 100.

Continue Counting to 10.

Reading numbers through 100.

Making figures through 10. Teach their names as other names are taught in the reading. Teach the figures representing these numbers. Do not permit pupils to copy names without reference to the numbers which they represent.

Roman numerals as met with in books. Simple use of one half, one third, and one fourth as they are needed in the various kinds of schoolroom activities.

Find pages in the reader; find page 100. Find a page near the middle of the book. What page is it? Find page 28, etc.

It is expected that teachers will be able to supply much material suggested by the daily life and environment of pupils. Read carefully all instructions to teachers that preface the texts. When instructions therein conflict with those given in this course, follow those of the course.

Bonsall's Primary Arithmetic, Part I, to be used by the teacher as a guide. *All work should be objective.*

Nineteenth week

Page 9—1; 2; 1 and 1.

Page 10—3; 2 and 1; 1 and 2.

Page 11—1 and 1 and 1.

Twentieth week

Page 12—4; 3 and 1; 1 and 3.

Page 13—2 and 2; 1 and 1 and 1 and 1; 1 and ? are 4; 3 and ? are 4.

Page 14—2 and ? are 4; 2 and ? are 3; 1 and ? are 3; 3 and ? are 4; 1 and ? are 4.

Twenty-first week

Page 15—5; 4 and 1; 1 and 4; 3 and 2.

Page 16—4 and ? are 5; 1 and ? are 5; 2 and ? are 5; 3 and ? are 5.

Page 17.

Twenty-second week

Review pages 9–17.

Twenty-third week

Page 18—6; 5 and 1; 1 and 5; 4 and 2; 2 and 4.

Page 19—3 and 3; 2 times 3; 2 and 2 and 2; ? twos in six; 3 times 2.

Twenty-fourth week

Page 20—4 and ? are 6; 5 and ? are 6; 1 and ? are 6; 3 and ? are 6; 2 and ? are 6; 4 and ? are 6; 2 and ? are 4.

Twenty-fifth week

Page 20.

Page 21—1 and 6; 6 and 1; 5 and 2; 2 and 5; 4 and 3; 3 and 4.

Twenty-sixth week

Page 22—7; 6 and 1; 3 and ? are 7; 4 and ? are 7; 6 and ?=7; $2 \div ? = 7$; 1 and ?=7; 5 and ? are 7.

Page 23—? twos in 4; ? twos in 6; ? threes in 6; 2×3 ; 3×2 .

Twenty-seventh week

Page 24—8; 9; 10.

Page 25—7 and 1; 1 and 7; 8 and 1; 1 and 8; 9 and 1; 1 and 9.

Twenty-eighth week

Page 26—7 and ? are 8; 1 and ? are 8; 8 and ? are 9; 1 and ? are 9; 9 and ? are 10; 1 and ? are 10; 2 and 6; 2 and 7; 7 and 2.

Page 27—8 and 2; 2 and 8; 2 and ? are 9; $7 + ? = 9$.

Twenty-ninth week

Page 28—8 and ? are 10; 2 and ? are 10.

Page 29—8 and 1.

Use 1-inch cubes for small blocks. Of 8 small blocks, make the large block by placing 4 blocks together in the form of a square and on top of these another 4. Cut paper into 3-inch squares. Place the block in the center of the paper square. Fold up the paper so that the edge of it will be even with the top of the block. Fold over the corners and paste them, thus making

small boxes. In the same way, make a large box using a 6-inch square of paper.

Bring a chupa measure to school. Fill it with sand or rice, then pour the contents into a piece of bamboo. Cut off the bamboo even with the top of the sand. Now you have a bamboo chupa measure.

Make a ganta measure similarly.

Make measures holding 2 and 4 chupas.

Thirtieth week

Page 30—4 and 4; 2 fours in eight; 2 times 4;
 $2+2+2+2$; 2 twos in eight; 4 times 2.

Page 31.

Thirty-first week

Page 36—5 and 3; 6 and 3; 5 and 4; 6 and 4; 7 and 3.

Page 37—6 and ? are 10; 3 and ? are 10; 3 and ? are 8;
 6 and ? are 9.

Thirty-second week

Page 39—4 times 3; 3 times 3; 3 and ? are 4; 5 and 3;
 2 and ? are 5; 2 and 3.

Thirty-third week

Page 40.

Thirty-fourth, thirty-fifth, and thirty-sixth weeks

Review Part I. Place special emphasis on the twenty-five addition combinations taught. See that pupils can give them without stopping to calculate. Also emphasize English. Have pupils find groups of objects not to exceed ten and make problems about them, using the several combinations of each group.

GRADE II

Read the general suggestions for teachers of arithmetic; also the suggestions for Grade I.

Bonsall's Primary Arithmetic, Parts I and II, may be in the hands of pupils, or in the hands of the teacher only. In either case, the method of instruction should remain the same. The purpose of the text is not to supply all the material required, but to give processes, principles, and abstract problems, and so serve as a guide; but the concrete material of particular value is that closely related to the

life of the child and, therefore, to be found in his activities and the life of his home surroundings.

Review carefully the work of Grade I. Make sure that the twenty-five primary number facts whose sum does not exceed ten have been thoroughly learned. It was stated under Grade I that all work should be objective. But when the fact or process has been made clear, much drill should be given without the objects. The aim should be to have pupils see expressions like $4+2$, $3+5$, etc., as 6, 8, etc., and not as $4+2=6$, $3+5=8$, etc. They should not need to make the calculation. Many concrete problems should be given illustrating the combinations taught. The order should be:

1. Combinations with objects.
2. Concrete examples with objects present.
3. Combinations represented with figures.
4. Combinations recalled without objects present.
5. Concrete problems without objects present.

The *chief* work of this grade is learning the *45 combinations* of addition.

Other important topics which should receive attention are:

1. Counting by tens, fives, and ones to 100. Relative value of numbers to 100. Counting by twos, threes, fours, etc. This phase of the work must not be neglected, as it prepares pupils for building up the multiplication tables.
2. Addition and subtraction. Have much addition of single columns using the combinations learned.
3. Signs for all processes, using the terms *and*, *less*, *times*, *contains*, and *equals*.
4. Multiplication and division tables introduced near the close of the year, but no great emphasis placed on them.
5. Use simple fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$. (Develop with paper, string, and drawings.)

Find $\frac{1}{2}$ of even numbers through 20.

Find $\frac{1}{3}$ of 3, 6, 9, 12, 15, 18.

Find $\frac{1}{4}$ of 4, 8, 12, 16, 20.

6. Writing numbers through 100. At least one exercise a week should be given in reading and writing numbers from 1 to 100. This does not mean that the entire period

with the teacher should be given over to this exercise. A few minutes will suffice. Build 100 by tens; by fives; by ones. Use solid splints, tablets, toothpicks, beans, etc.

7. Relative value—40 is greater or less than 50?

8. Make any given number with tens and ones. Read numbers from 1 to 100 in figures or words.

9. Find numbers larger or smaller within groups of tens to which both numbers belong; as 56 is larger or smaller than 59?

10. Rapid drill on finding pages in reader.

11. Measures used—centimeter, decimeter, meter, dozen, liter, kilo.

12. Measurement of surface by building the rectangle. To illustrate:

Build a rectangle 2×5 .

How many square centimeters did you use? How many long rows have you? How many squares in each long row? 2×5 are how many? How many 5's in 10? Move one long row away. What part of your building did you move? How many square centimeters did you move? $\frac{1}{2}$ of 10 is how many? 5 is what part of 10?

Then discuss from the standpoint of short rows.

In all concrete work in division the expressions "measure" or "find one of the equal parts" should be used at first.

6 centavos : 2 centavos (measuring by); $\frac{1}{2}$ of 6 centavos (finding one of the equal parts).

13. Continue to lay emphasis on oral work.

In all written work of concrete problems have the children state the result in a sentence, without showing the process. These problems should not deal with numbers as large as those of the corresponding abstract problems.

(Bonsall's Primary Arithmetic, revised edition, Parts I and II. Pages and problems, inclusive.)

Whenever assignments for weeks are short, supplement simple concrete problems dealing with the practical experiences of the pupils for written work.

First week—Review pages 9–16 (addition combinations through 5).

Second week—Review pages 17–23 (addition combinations through 5).

Third week—Review pages 24–31 (addition combinations through 5).

Fourth week—Review pages 36, 37, 39, 40.

Fifth week—Pages 32 and 33. (Teach halves and fourths. Do not fail to do seat work required in “Suggestions” of text).

Sixth week—Pages 34 and 35

Seventh week—Page 38

Eighth week—Part II, pages 41–46

Ninth week—Pages 47–50

Tenth week—Pages 51–53

Eleventh week—Pages 54–56

Twelfth week—Pages 57–60

Thirteenth week—Pages 61–63 with review of numbers to 20; and drill for rapid work in addition and subtraction.

Fourteenth week—Pages 64–66

Fifteenth week—Pages 67–70

Sixteenth week—Pages 71–75

Seventeenth week—Pages 76–78

Eighteenth week—Pages 79–83, omitting page 82. (Problems like 11–28, page 83, furnish splendid material for the daily oral drill.)

They can be used again and again.

Insist that all adding and subtracting be done “by endings.” See General Suggestions.

Nineteenth week—Pages 84–86

Twentieth week—Pages 87–90

Twenty-first week—Pages 91 and 92

Twenty-second week—Pages 96–99

Twenty-third week—Pages 101–105

Twenty-fourth week—Pages 106–108

Twenty-fifth week—Pages 111–113

Twenty-sixth week—Pages 114–117

Twenty-seventh week—Pages 118–121

Twenty-eighth week—Pages 122 and 123

Twenty-ninth week—Pages 125–127

Thirtieth week—Pages 128–130

Thirty-first week—Pages 131–133

Thirty-second week—Pages 134–138. (Omit articles 97 and 98. Substitute similar problems in metric measure.)
Thirty-third week—General review.
Thirty-fourth week—General review.

GRADE III

REVIEW

The teacher must be familiar with the course of study for the preceding grades; must know the work which received special emphasis in each grade and be able to give a thorough review of these essentials at the beginning of the year. On no account should she neglect a thorough review of the 45 combinations. Let the pupils help in separating the combinations into difficult and easy groups. Then drill persistently on those that give trouble until the pupils can give the answers as readily as they can the answers to the easy groups. Make sure that pupils can give results quickly without calculating.

Much of this review can be given in that part of the daily recitation devoted to drill. (See 10 in Suggested Daily Programs for Primary Grades.)

ADVANCED WORK

Reading and writing of numbers through 100,000.

Roman notation through 100.

Addition and subtraction "by endings."

Column addition—adding "by endings" emphasized. Use pages like 26 and 27 for drill in column addition. Similar problems should be made and kept on cardboard or large Manila paper to furnish material for drill on column addition.

Subtraction: Abstract numbers through thousands, subtracting "by endings" emphasized.

Multiplication and division of abstract numbers through thousands. Multiplication and division tables introduced in the last half of the second grade learned in this grade. Special emphasis on these tables the last of the year.

Long division, limiting divisors to numbers of two figures. Pupils who have not mastered multiplication and subtraction will fail in long division.

The following form was given for short division :

6)936. Before taking up long division devote one lesson
 156
 to showing pupils that this position of the quotient is not
 immovable. Show them how it may be either $\begin{array}{r} 156 \\ 6)936 \end{array}$ or
 $\begin{array}{r} 6)936 \\ 156 \end{array}$ without changing the process or the result. Let
 them discuss any other possible positions for divisor or
 quotient. Then let them discover which position is better
 for long division.

It would be well to use the long division form for short
 division problems before taking up division by two figures,
 so that pupils will readily see that the process is the same.

The long division form should be developed at the board
 by the teacher and repeatedly drilled on, before pupils
 are asked to prepare, in independent study, long division
 problems. It may be well to take the last part of the daily
 recitation for several days to develop this new subject
 before assigning seat work in it to pupils. This may be
 done in the following order :

(a) Teacher solves problems at the board and explains
 each step as she works.

(b) Teacher works at the board while the children give
 the steps and instruct the teacher what to write.

(c) Individual pupils work at the board while the other
 children look on and give assistance from their seats.

When individual pupils can do this work at the board,
 seat work in long division may be assigned.

The new forms for concrete problems in division are :

2 centavos)10 centavos

5 centavos

2)10 centavos

5 centavos

The first is the form for measuring.

The second is the form for finding one of the equal parts.
 (See outline for Grade II.)

Especially in this grade, teachers must not call for writ-
 ten work until the principle involved, or the new process
 introduced, has been developed and made clear to pupils.

To illustrate: Not until pupils have worked with the teacher for a few periods (possibly for three or four days) in applying the process of division to concrete problems should they be required to prepare written concrete work.

Application of fundamental processes to concrete problems, or the teaching of arithmetical forms as applied to concrete problems should be introduced at the beginning of the year.

Up to this time, pupils have used the arithmetical signs and the sentence and have stated results only in their written work. New forms for the solution of concrete problems in addition and subtraction are given in Grade III.

Write 4 on the board and indicate the thought by the signs + and — thus: .

$$\begin{array}{r} 7 \\ +4 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 7 \text{ mangoes} \\ +4 \text{ mangoes} \\ \hline 11 \text{ mangoes} \end{array}$$

$$\begin{array}{r} 7 \text{ mangoes} \\ -4 \text{ mangoes} \\ \hline 3 \text{ mangoes} \end{array}$$

When the new form for multiplication is presented, this drill should be repeated.

$$\begin{array}{r} 7 \\ +4 \end{array} \quad \begin{array}{r} 7 \\ -4 \end{array} \quad \begin{array}{r} 7 \\ \times 4 \end{array}$$

The forms for division should not be introduced until pupils can use the above forms without confusion.

Mental arithmetic should be given daily for a small part of the period, both in abstract and concrete problems.

Doubtless pupils are already familiar with the coins and bills of Philippine money. They should learn the table and be given much practice in problems dealing in money, particularly the mental problems.

A written test consisting of one problem in each of the four fundamental processes should be given every week, the time limited to a certain number of minutes. The aim should be accuracy and reasonable degree of speed. Both classes can be taken together in the case of a two-division program.

(Primary Arithmetic, Part III, pages 9 to 92, revised edition, 1914)

(Omit: Articles 33, 42, 43, 50, 55, 56, 61, 62, 63, 64, 65, 71 (problems 8-19) 74, 75, 76, 77, 81, 82, 87, 88, 89, 101, 102.)

The following assignment by weeks is given merely to approximate a distribution of the work. No week's assignment is complete in itself. For instance, page 19 is assigned as the work for one week, whereas this furnishes material for the drill part of the recitation period only. Subject matter for the other work must be supplemented by the teacher. Much of this supplementary material may be taken from the following pages of the Primary Arithmetic, Parts I and II: 82, 93, 94, 95, 100, 109, 110, 120. Select, at first, problems of *one* step only. Use these problems for practice in giving the new form for the solution of concrete problems. Also the teacher should supplement the assignment here given with concrete problems relating to the daily experiences of the pupils.

Articles 25 and 26 furnish exercises for drill on column addition. Teachers must supplement other work. Such articles as 25 and 26 furnish the best of material for drill on column addition and addition "by endings" and should be referred to frequently for such drill.

First week—Articles 1–4

Second week—Articles 5–7

Third week—Articles 8 and 9

Fourth week—Article 10

Fifth week—Article 11

Sixth week—Articles 12, 13, 14, and 15

Seventh week—Articles 16–18

Pupils should readily add fractions of the same name, as are found in such exercises as 16 and 18, pages 19 and 20; but if they cannot, do not stop to teach them—merely give the correct result, or ignore the fractions entirely. Fractions are taught later in the year.

Eighth week—Article 19. Daily drill from board.

For other work for this week supplement problems from the pages of Part I enumerated above.

Ninth week—Articles 20–22

Tenth week—Articles 23 and 24

Eleventh week—Article 25

This assignment, and others similar that follow, furnish material for only the drill part of the recitation. For other

work supplement concrete practical problems, or problems from Parts I and II. See pages enumerated above.

Twelfth week—Articles 26 and 27

Thirteenth week—Articles 26–28

Fourteenth week—Articles 29 and 30

Fifteenth week—Articles 31 and 32

Sixteenth week—Article 33

Seventeenth week—Articles 34 and 35

Eighteenth week—Articles 36–38

Nineteenth week—Examples, articles 39 and 40

Twentieth week—Article 41

Twenty-first week—Articles 44–47

Twenty-second week—Articles 48 and 49

Twenty-third week—Articles 52 and 53

Twenty-fourth week—Articles 54, 57, 58

Twenty-fifth week—Articles 59 and 60

Twenty-sixth week—Articles 66–68 (problem 20)

Twenty-seventh week—Article 68 (problems 21–26 and 70)

Twenty-eighth week—Articles 71 (omitting page 68) and 72 (examples 28)

Twenty-ninth week—Articles 72 (examples 29–40), 73, 78, and 79

Thirtieth week—Articles 80–85 (example 12)

Thirty-first week—Articles 86 and 90

Thirty-second week—Articles 91–93 (example 15)

Article 92, on estimating, is of especial value, and should serve to suggest frequent exercises of a similar nature.

Thirty-third week—Articles 94–96

Thirty-fourth week—Articles 97–99

Thirty-fifth week—Articles 100 and 101

Thirty-sixth week—Articles 103 and 104

GRADE IV

It is especially necessary that teachers of this grade be familiar with the work of the preceding grades—with the subject matter, the points to be emphasized, and the methods of presentation. The teacher must read carefully the general suggestions to teachers that preface the course of study in arithmetic for all primary grades.

The important work of this grade is to see that children master the four fundamental processes—addition, subtraction, multiplication, and division. This work must not be neglected even though all the other work prescribed by the course of study is not completed. This review may be given while the new work is being presented.

Tests for accuracy and speed should be given regularly—once in two weeks. Give one problem in each process. Limit the time to be spent in the test and take up all papers at the end of that time whether completed or not. Impress upon children that unless the work is accurate it is valueless. See that pupils add and subtract unflinchingly “by endings.”

Make sure that pupils master all multiplication combinations throughout the tables. Give much practice in multiplying and dividing by 10 or a multiple of 10 in both mental and written work, since in most of the tables the units of measure are 10 or a multiple of 10.

Continue to place emphasis on Philippine money in problem work.

Up to this time pupils have had only the simple use of fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$. Introduce objective work with $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{8}$, $\frac{1}{6}$, $\frac{1}{5}$, $\frac{1}{10}$. Keep the work very simple. As in teaching combinations beyond ten, so in teaching fractions, objective work, when entailing the use of too many objects or too many parts of an object, can neither be manipulated nor mentally imaged.

The conventional symbols in fractions, so difficult for pupils to understand, must be interpreted into terms of pupils' experience. Apply the common fractional quantities, halves, thirds, fourths, etc., to objects, as parts of oranges, chicos, sheets of paper, string, etc., and diagrams of circles, rectangles, lines. Such work should precede all work in figures. Much drawing of objects is excellent and is the step between the real object work and abstract work. When a drawing is used, the child may think of it as representing a specific object. The text gives a very good method of presentation, but the teacher should supplement it with similar work.

When this part of the work is clear to pupils, care should be taken to fix the idea that fractions representing equal-sized parts can be added, subtracted, or divided. Pupils have learned that like things, as 4 meters and 2 meters, can be added, subtracted, and divided. So they easily see that $\frac{1}{8}$ and $\frac{2}{8}$ can be added, subtracted, or divided. Much practice should be given in this work.

Problems in the text dealing in fractions whose denominator is higher than 12 should be omitted.

As far as time will permit continue to give one-step and two-step problems, giving practice in application of fundamental processes to concrete problems. Frequently make of this practice a drill exercise wherein the teacher gives the problem and then asks pupils to name the process but calls for no solution. It is not uncommon to find pupils in the fourth and fifth grades asking teachers whether they should multiply or divide, add or subtract. It should be the aim of teachers to give sufficient practice in applying principles so that such questions will not be asked.

Give daily drill for a small part of the period to mental arithmetic, with abstract and concrete problems.

Give much practice in estimating length, capacity, and weight.

Introduce decimals. Show pupils the number of ways in which a fraction may be expressed:

In words, three tenths.

In words and figures, 3 tenths.

In a common fraction, $\frac{3}{10}$.

As a decimal, .3.

The decimal form is used when the denominator or name is 10 or a multiple of 10.

Use the Philippine money system to illustrate its convenience. Give much practice in reading and writing decimals. Keep the work very simple. Nearly all the work should deal with two-place decimals.

(Primary Arithmetic, Part III, pages 93 to 152, revised edition, 1914)

(Omit articles 116, 138, 140, 152, and 162.)

The following assignment of work by weeks is given

merely to *suggest* a distribution of the work. Many of these assignments include work that is too difficult. Problems of more than two steps should be omitted, unless the extra step or steps can be readily solved *mentally*.

All difficult work in fractions should be omitted.

(Primary Arithmetic, Part III, pages 93 to 152, revised edition, 1914)

First week—Review long division, pages 85–86

Second week—Review long division, pages 86 and 88 (tests).

Third week—Articles 61, 62, 75, 76

Fourth week—Articles 88, 89; 102 (test)

Fifth week—Fractions: Articles 105–107

Sixth week—Articles 108–109 (test)

Seventh week—Articles 110–112

Eighth week—Articles 111–113 (examples 1–32)

Ninth week—Articles 113 (example 33)–115

Tenth week—Article 117 (omitting 116)

Eleventh week—Articles 118–119 (test)

Twelfth week—Articles 120–121

Thirteenth week—Articles 122–124

Fourteenth week—Articles 125–126

Fifteenth week—Articles 127–128 (test)

Sixteenth week—Articles 129–130

Seventeenth week—Articles 131–132

Eighteenth week—Articles 133–135 (examples 1–16)

Nineteenth week—Articles 135–137 (test)

Twentieth week—Articles 139, 141, and 142

Twenty-first week—Articles 143–144 (examples 1–24)

Twenty-second week—Articles 144 (example 25)–146 (test)

Twenty-third week—Article 147

Twenty-fourth week—Articles 148–149 (examples 1–12)

Twenty-fifth week—Articles 149 (example 13)–150

Twenty-sixth week—Article 153 (examples 1–35)

Twenty-seventh week—Articles 153 (completed)–154

Twenty-eighth week—Articles 155–158

Twenty-ninth week—Articles 159–163 (omitting Art. 162)

Thirtieth week—Articles 164–167

Thirty-first week—Articles 168–170 (problems 1–6)

Thirty-second week—Articles 170–173

Thirty-third week—Review and tests

<i>Thirty-fourth week</i> —	} Appropriate work to be selected from “General Review” beginning on page 176.
<i>Thirty-fifth week</i> —	
<i>Thirty-sixth week</i> —	

GEOGRAPHY

The study of geography is the study of the earth and its natural resources in their relation to man.

A knowledge of the principles of geography is necessary as a foundation for an intelligent study of geography in upper grades. The dependence of life on physical environment should be emphasized. The facts important to learn and to remember are the permanent ones, not the changing ones. The topics discussed should be those of broadest application. Pupils should be led to see why men live and act in one way in certain parts of the world and in other ways elsewhere. A knowledge of conditions in one place helps to understand conditions in another.

Geographical topics should have a place in all grades. In the beginning grades, the work should be limited to observations by the pupils with no attempts at explanations, which belong to more advanced grades. In Grades I and II correlate the work with the language period. Geographical topics (or nature study) afford excellent material for oral language lessons. In the third grade weather observations should be made and be discussed. Pupils should keep a weather chart or weather book recording these observations. In the fourth grade these observations should culminate in definite ideas of the region.

Heat and water are the chief factors of climatic conditions. They control life and occupations. Because of this close relation between climate and human conditions, climate should be emphasized.

It is the business of home geography to furnish a basis of actual personal experience which will enable pupils to imagine distant lands. The outline with suggestions offered in home geography aims to emphasize physical, industrial,

and social conditions, and the elementary needs of man as they come within the experience of the pupils. The needs of man—*food, clothing, shelter*—are leading factors in the study of geography.

To aid pupils in imagining distant lands, the thorough comprehension of maps is essential. Ability to read and interpret maps should be acquired early in the grades. At first, pupils should be required to make maps of the school-room, locating various objects in the room; then of the school site, locating buildings, walks, athletic grounds, etc. Later they should be required to construct neighborhood maps.

In the fourth grade, pupils should acquire considerable skill in reading maps. They should be able to make general statements from the map as regards climate, soil, drainage, population, possible products, industries, etc. They should verify these statements by the information given in the text. If the facts do not correspond to the pupils' interpretations of the map, teachers and pupils should, in a simple way, try to discover why. Frequently have pupils make physical maps, production maps. For this work, do not require accuracy of outline and other details. A rough sketch is quite sufficient. The object is to fix facts.

The method of approaching new topics is very important. In as great a degree as possible, the new subject should be related to the geographical knowledge already in the possession of the pupils. Questions will bring out the relation and serve to arouse interest. Pictures are of the utmost value in helping pupils to understand conditions outside the range of their experience, and as many pictures as possible should be secured and used in presenting a new topic.

A sand table should be used. It is valuable in helping to develop fundamental geographic concepts of land and water forms and of modes of life among foreign peoples.

For the weather chart the suggested form given in "Suggestive Class Outlines for Use in Academic Work of Grades III and IV," on page 16, the following form, or any suitable form made by the teacher, may be used:

WEATHER CHART

JUNE

Monday, Tuesday, Wednesday, Thursday, Friday

Date
 Moisture
 Temperature
 Wind
 Attendance

Date: (Write 6-14-15 for June 14, 1915.)

Moisture: (Use *sunny* or *clear*, *cloudy*, and *rainy*, or paste circles of colored paper, using yellow for clear or sunny, gray for cloudy, and black for rainy.)

Temperature: (Use *cool*, *warm*, *hot* and, if a thermometer is available, also record the number of degrees).

Wind: (Record the direction if the wind is blowing; write *calm* if there is no wind.)

Attendance: (Recording the attendance of the class on the chart promotes class spirit and increases the regularity of attendance.)

Shadow and length of day: (Once a week, observation of a stick's shadow and of the noon shadow may be recorded, and also the length of day from sunrise to sunset.)

GRADE III

HOME GEOGRAPHY

In connection with the work prescribed for Grade III, the teacher should read to children Chance's "Little People of Many Lands;" Jane Andrew's "Seven Little Sisters;" or any books of similar nature. They give vivid pictures of animal and plant life and of social and industrial activities, which impressions form a splendid basis for the future study of geography. The books mentioned above should be in every school library and (where they may be) available to every teacher.

Lesson 1.—Weather chart observation:

(a) Discussion of day—*cloudy*, *sunny*, or *rainy*.

Have a discussion something like this—

What day is today?

Today is Monday.

What kind of a day is today?
 Today is a cloudy day.
 What day was yesterday?
 Yesterday was Sunday.
 What kind of a day was yesterday?
 Yesterday was a sunny day.
 What day will tomorrow be?
 Tomorrow will be Tuesday.
 What kind of a day do you think tomorrow will be?
 I think tomorrow will be a rainy day.

(b) Temperature—*cool, warm, or hot.*

As soon as pupils are ready for the work, have them record weather observation in notebooks. Insist on a certain form; for example:

Day	Cloudy
Winds	S. E.
Temperature	30°

The class weather chart should be filled in each day.

What kind of a day is this? (Cool, warm, or hot?)

Show the pupils a thermometer and explain that when the bright liquid gets warm it tries to run away by climbing up the glass. Hold the bulb in your hand and let the pupils see the mercury rise. Tell them how to read the markings. This gives a good drill in number work, and adds a sort of mystery to the chart work which keeps up their interest throughout the year.

After the informal talk let a pupil make the proper record.

Lesson 2.—(a) Weather chart discussion. Proceed as with the first lesson.

- (b) Find *north*. Teach *west* and *south*.

Ascertain whether or not all the pupils know *left* from *right*. If they do not, teach them this little rhyme:

“Two little hands so clean and
bright,

This is the *left*, and this is the
right.”

As a pupil says, “This is the *left*,” he should raise his *left* hand, and when he says, “This is the *right*,” he should raise the *right* hand.

The work on the weather chart and the drill on left and right *may* take the whole period. It is better to do one thing well than three or four things poorly. It is presumed, however, that there will be time enough to introduce the new subject, direction.

Ask the pupils where the sun rises. Have the class stand and face *east*. “In what direction are you facing?” “We are facing *east*.”

Tell them to stretch out their left arms. “In what direction are you pointing?” “We are pointing *north*.”

Repeat these questions several times.

Lesson 3.—(a) Weather conversation.

Ask questions similar to the ones you asked for the first lesson.

- (b) Review finding north and the other cardinal points.

Review drill given in the second lesson and ask pupils to face north, to turn their backs to north, to point with their right hands toward the north, etc.

Lesson 4.—(a) Weather observation.

Let a pupil ask questions about the day. Have another discuss the temperature.

while a third makes the proper record on the weather chart.

- (b) Directions. Teach *northeast, northwest, southeast, southwest*.

Show compass and let pupils find north. Be sure that you adjust the dial of the compass so that the letter *N* comes under the needle.

Let the pupils point in the direction the needle points.

- (c) Put a picture of the great dipper on the board with the north star in correct position.

Explain the position of the great dipper and show the two stars called the "pointers" to the pupils. Also show the north star.

Tell pupils how to find the north star.

Lesson 5.—(a) Weather observation with conversation.

Use weathercock to obtain direction of the wind if no flag nor smokestack is in sight.

Have the usual conversation, with added questions on direction. See if the pupils can obtain the direction of the wind by looking at a smokestack or flag. Have a weathercock made and placed in the window or on a tree or fence outside the window where all the pupils can see it.

- (b) Let pupils copy and memorize two stanzas of "My Shadow," by R. L. Stevenson.

Give a short talk about shadows and have the new words copied in the notebooks.

Begin the discussion of shadows by having a pupil stand so that his shadow will be visible to the class. Point out the shadows of different objects. Ask the pupils why they get under a tree when the sun is hot.

Why do we carry parasols when the sun is bright? Explain that the welcome shade is only a shadow. This should form a foundation for the teaching of day and night which will come later.

Read the poem "My Shadow," explaining all new words. Write the first two stanzas on the board and have the pupils copy them neatly in their notebooks.

MY SHADOW

I have a little shadow that goes in and out with
me,
And what can be the use of him is more than
I can see.

He is very, very like me from the heels up to
the head;
And I see him jump before me, when I jump into
my bed.

The funniest thing about him is the way he likes
to grow
Not at all like proper children, which is always
very slow;

For he sometimes shoots up taller, like an India-
rubber ball,
And he sometimes gets so little that there's none
of him at all.

He hasn't got a notion of how children ought
to play,
And can only make a fool of me in every sort
of way.

He stays so close beside me, he's a coward you can
see;
I'd think shame to stick to nursie as that shadow
sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every but-
tercup;
But my lazy little shadow, like an errant sleepy-
head,
Had stayed at home behind me and was fast
asleep in bed.

—Robert Louis Stevenson.

Lesson 6.—(a) Weather observation.

Use the questions given in the outline, varying them to suit your particular school.

(b) Questions on direction, e. g.—

How did you come to school this morning?

At what time did you come?

Did you try to keep on the sunny side or on the shady side of the road?

In what direction did you come?

On which side of the road do you try to keep in the evening?

In what direction do you go?

Lesson 7.—(a) Weather observation.

Remember to make this work conversational and bright.

(b) Discuss shadows.

Review questions on shadows.

(c) Give the children the rest of the poem, "My Shadow," to copy and memorize.

Lesson 8.—(a) Weather observation with questions about past and future days:

What kind of a day is today?

What kind of a day was yesterday?

What kind of a day was last Friday?

Do you think it will rain tomorrow?

Why?

Vary the work today. Ask a question, secure an answer, then say:

"Juan, what did I ask Maria?"

"You asked her what kind of a day yesterday was."

"What did she tell me?"

"She told you that yesterday was a rainy day."

"Julio, was Maria's answer correct?"

"Yes, Miss ———, Maria's answer was correct," or "No, Miss ———, Maria's answer was not correct."

Lesson 9.—(a) Weather observation.

Follow the suggestions for the eighth lesson.

- (b) Discussion of the great dipper. Ask for reports on observation. Show compass again. Ask all pupils to point north. Be sure that they do not point toward one spot, but that they point in the direction north, with their arms parallel. Have several of the pupils put a drawing of the great dipper on the board.

Lesson 10.—(a) Weather observation.

Follow the usual plan.

- (b) Have a number of pupils recite the poem "My Shadow."

Let bright pupils have the privilege of reciting first, because, since this is the first lesson of the kind for the year, it is important that it be bright and interesting.

Lesson 11.—(a) Weather observation.

Under this work review directions by teaching this little rime:

Brier, brier, Limberlock!
 Five geese in a flock.
 One flew east,
 One flew west,
 One flew over the cuckoo's nest.
 One flew south,
 One flew north,
 Then the cuckoos sallied forth.

When the pupils can repeat the rhyme, appoint five pupils to be the geese and four to be the cuckoos. The cuckoos should stand together in the center of the room, with the geese on the outside of the nest.

When the class recites, "One flew east." The goose whose nest is east should run, with arms outstretched, in that direc-

tion, and so on until the geese have found their nests. After they have taken their places representing the four cardinal points, the cuckoos, northeast, northwest, southeast, southwest, should sally forth and take their correct places. The goose which flew over the nest can be left out.

The children love this game and try very hard not to be a stupid goose that cannot go to its own nest.

- (b) Location, by direction from schoolhouse, of prominent buildings of the locality—the church, market, etc.

Lesson 12.—(a) Weather observation.

Make the chart work short, so as to give plenty of time for the new work.

- (b) Ask about temperature of morning, noon, evening, night.

Ask simple questions about the points named in the lesson.

- (c) Explain simply why it is warmer in the daytime than it is at night.

Refer to the questions on shadows. Tell the pupils that at night one half of the earth is in the shadow. See the “Insular Geographical Primer,” page 17.

- (d) Put new words on the board and have pupils copy them in their notebooks; e. g., *dawn, twilight, sunshine, shade.*

Write the new words on the board and ask the following questions:

What part of the day do we call the *dawn? noon? twilight?*

Why are some days brighter than others?

Where is the sun on dark days?

Why is it that we cannot see the sun on cloudy days?

What do we get from the sun besides light?

Lesson 13.—(a) Weather observation.

Make the work longer today and let pupils ask questions.

(b) Day and night continued.

Compare the silence of the night with the noise of the day. Let pupils give reasons for this difference.

Lesson 14.—(a) Weather observation.

Ask just enough questions to secure the correct record.

(b) The sky:

1. Its color at morning, noon, night.
2. Its apparent shape.
3. Objects seen in the sky in the day-time: Sun, clouds, rainbow, and sometimes moon.

Bring out these points by asking questions. Never enter into a long explanation about any of these subjects. The pupils have made many observations and it is our task to help them classify their knowledge and to make comparisons, but this must be done by using the simplest language possible.

Lesson 15.—(a) Weather observation.

Let the pupils do the questioning.

(b) The sky, continued:

1. Color at night.
2. Objects seen by night: Moon, stars, clouds.
3. Refer to the great dipper and the north star.

Have the pupils put the new words in their notebooks. If you think

the class is ready for this, you can have them draw a chart of the great dipper and the north star.

- (c) Have one pupil recite "My Shadow."
If no pupil is prepared to recite, repeat the "Goose Game."

Lesson 16.—(a) Weather observation.

Develop this as you did the fourteenth lesson.

- (b) The sun: Where seen at morning, at noon, at evening.
(c) Review shadows.
(d) Where is the sun when it is raining?

Lesson 17.—(a) Weather observation.

Make the discussion short.

- (b) The rainbow: Make a picture of it on the board. Teach the arrangement of colors in the rainbow.

Use colored crayon for the picture, and, when you write the keyword on the board, make the letter which stands for a color with that color of crayon.

Ask such questions as the following:
Where do we see the rainbow? When?
How many colors can you see in the rainbow? Name them.

What is the shape of the rainbow?

Lesson 18.—(a) Weather observation.

Make a correct record.

- (b) The wind does many things:
Carries our kites.
Moves ships.
Cools the air.
Brings us rain.
Scatters seeds.

As pupils give answers to your questions about what the wind does, write them on the board.

(c) Dictate:

Who has seen the Wind?
 Neither I, nor you—
 But when the leaves stand trembling,
 The Wind is passing through!
 Who has seen the Wind?
 Neither you, nor I—
 But when the trees bow down their heads,
 The Wind is passing by.

Read the selection and explain it. Let the pupils take the dictation on a sheet of paper and copy it at home in their notebooks.

Lesson 19.—(a) Weather observation. Include in this review questions on direction.

Follow the suggestions given in the outline.

(b) Study of how the wind scatters seeds. Show seeds having silky hair and let fly about the room. Put new words on the board and have the pupils copy them in their notebooks.

(c) Read to the pupils "The Miracle."

The Miracle

A Baby seed, all dressed in brown,
 Fell out of its cradle one day;
 The West Wind took it with loving arms
 And carried it far away.
 He laid it down on a bed of leaves;
 And hid it with blankets white;
 And there it slept like a weary child,
 Through the long, dark winter night.
 It woke at last, when the springtime came,
 And stretched its arms on high,
 And it grew and grew through the livelong
 day,
 Toward the sun and the clear, blue sky.
 It drew its food from its Mother Earth,
 And it drank the cooling shower,
 Till the small, brown seed was changed at
 last
 To a sweet, wild, wayside flower!

—*Harriet H. Pierson.*

Lesson 20.—(a) Weather observation.

Make the discussion complete, reviewing many questions.

(b) Oral review.

Have an oral review by telling the pupils to ask each other questions about any of the work that has been given.

Lesson 21.—(a) Weather observation.

Ask the pupils if they noticed the direction of the wind as they came to school.

(b) How the wind moves the ships.

Take them to the sand table and let them form a coast line showing shallow water, deep water, and rocky shore. Have the water and sand already on the table, but let the pupils do the formation work.

(c) Dangers to be avoided by ships: Rocks, shallow water, and coast. Use sand table.

Lesson 22.—(a) Weather observation.

Tell of the Weather Bureau, and how it helps us by predicting typhoons and thus giving warning to owners of vessels and houses. Speak of other ways by which it helps us. Let the pupils ask each other questions.

(b) Discuss typhoon signals and show that the Weather Bureau is established for the good of all.

Lesson 23.—(a) Weather observation.

Follow the conversational plan.

(b) Things that help the sea captains: Fog bells, buoys, lighthouses, etc.

If possible, bring pictures to the class showing buoys, lighthouses, and breakwaters. Pupils should have visited these, if possible.

Speak of fog bells, fog horns, etc.

This lesson must be carefully planned for,

ahead of time. Have the lighthouse constructed and ready to be put together, also have the keeper's home, a tiny boat, and fish nets ready. If possible secure a tiny light to put inside the lighthouse. If a candle is used, make the top part of the lighthouse out of a tin can to avoid danger of fire. Cut holes in the can to give the effect of a flash light.

Place the sand table where the class can see, and with the aid of a few pupils begin the work of construction. Be sure that the timid pupils have a chance to see the work. Those in the back row might stand during this work. When all is ready, let them come to the table in groups of about six for conversational work. When one group is seated, the pupils of that group should be instructed to draw a picture of the lighthouse and island. Continue in like manner with the entire class.

Whenever you have sand table work, place the bulletin board for pictures near the table and encourage the pupils to look at the pictures. Let them talk to each other freely. Do not try to maintain silence during such recitations.

(c) Show lighthouse on the sand table.

Lesson 24.—(a) Weather observation.

In this lesson review the questions on which the pupils need the most drill. Be sure to ask the questions in a manner that will require usage in past and future tense forms.

(b) Explain how the pilot guides the ship outside the harbor.

Refer to the sand table work of Lesson 21.

(c) Invite discussion of the sand table scene.

Examine the drawings made by the pupils and place the best on the bulletin board.

Lesson 25.—(a) Weather observation.

Have the pupils make the correct entries in their notebooks.

(b) Written review.

Make these questions very practical and very simple.

FOOD

Obtained by: Finding; producing; exchanging; buying.

Lesson 26.—Foods obtained by finding.

Have a discussion something like this:

“Where do you suppose the lighthouse keeper gets his food?”

“By fishing?”

“Yes.”

“Can you name another food which can be found?”

Continue in this way. Let some of the pupils put the list on the board as the names are given. Have the list copied in the notebooks.

Lesson 27.—(a) Weather chart discussion.

(b) Review foods obtained by finding.

Lesson 28.—Foods obtained by producing.

(a) Discuss weather conditions.

(b) Proceed as with Lesson 26.

Lesson 29.—(a) Weather chart conversation.

(b) Ask for sentences about foods obtained by producing. Talk about value of home gardens. Show that it is often cheaper to produce food than to spend time hunting for it. Compare civilized people who produce food with wild people who spend their time hunting. Bring these comparisons within the pupil's knowledge.

Lesson 30.—Foods obtained by exchanging and buying.

(a) Weather conversation.

(b) Use local markets and local prices as a foundation for this lesson. Mention the nationality of the different storekeepers.

Lesson 31.—(a) Weather chart work.

(b) Discuss foods produced in one part of the province and sold in another. Encourage the pupils to talk. Make a list and give prices.

Lesson 32.—(a) Weather discussion.

(b) Make lists of foods produced in the Philippines and sold in China, Japan, and the United States.

Lesson 33.—(a) Weather discussion.

(b) Foods which come from China.

Lesson 34.—(a) Weather chart work.

(b) Let pupils make a sand table picture of the China coast and of their home port. Take a boat to China with exports. Bring it back laden with food from China. Land it at the nearest shipping port.

Lesson 35.—(a) Weather discussion.

(b) Make a trip to Japan to buy food.

(c) Shows buoys, lighthouses, and piers on the sand table.

Lesson 36.—(a) Weather chart work.

(b) Written review on exports and imports.

Make this very simple and do not ask questions which have no bearing on the child's home experience.

Lesson 37.—(a) Weather conversation.

(b) Discuss test papers.

(c) Talk about foods which are necessities and the ones which are luxuries. Give relative costs.

(d) Ask pupils to name the luxuries which they like best. Ask them where their favorite luxuries come from.

Lesson 38.—(a) Weather conversation.

(b) Begin work on food chart. Show by pictures or drawings the different classes of food studied. Let each child have a part in the making of the big chart.

Lesson 39.—(a) Weather chart work.

(b) Complete food chart.

Lesson 40.—(a) Weather chart work.

(b) Written test on foods.

SHELTER

Lesson 41.—(a) Weather chart work.

(b) Begin this subject by asking questions which will link it naturally with the subject of foods, e. g.:

“Juan, where is the food cooked in your home?”

“What kind of material is your house made of?”

“Where do they do the cooking in your house, Maria?”

“What kind of material is your house made of?”

(Select for these questions pupils who live in different kinds of houses.)

Lesson 42.—(a) Weather chart discussion.

(b) Who built your house?

Who built the stable?

Did the same man build both?

Which man was the more skilful?

Which labor is worth the more, skilled labor or unskilled labor?

How may a boy become skilful?

Which is more useful, the trained worker or the untrained worker?

Which kind of worker do you want to be?

Lesson 43.—(a) Weather discussion.

(b) The schoolhouse and other important buildings.

Lesson 44.—(a) Weather conversation.

- (b) Have pupils make on the sand table a picture of the shoolhouse and the street near it. Be sure that the buildings face in the right direction. Use compass if convenient to do so.

Lesson 45.—(a) Weather discussion.

- (b) Discuss the kinds of houses and have each child draw a picture of the house in which he lives. (Collect the papers.)

Lesson 46.—(a) Weather chart conversation.

- (b) Visit sand table to see what kind of houses the Chinese have.

The sand table should show a typical Chinese house near a river where the strange boats float. Be sure to put the eyes on the boat. Tell the pupils that the Chinese say: "No got eye, no can see. No can see, no can go."

[The teacher should have a collection of postcards or other pictures showing scenes of Chinese life.]

Lesson 47.—(a) Weather chart work.

- (b) Ask questions about sand table objects.
Let pupils talk freely.

Lesson 48.—(a) Weather conversation.

- (b) Written lesson on shelter.

Lesson 49.—(a) Weather discussion.

- (b) We have shelter to protect us from the sun, wind, and rain.

"Our houses are made of what?"

"Suppose we had none of these materials, then what could we use?"

"The Little People of the Snow' (Eskimos) do not have wood. Can anyone tell me what they use?"

(Some pupil will be able to answer this.)

"Would you like to see a snow house?"

"They call their house an igloo."

Lesson 50.—(a) Weather chart discussion.

(b) Shelter of Eskimos continued at sand table where a snowy scene awaits the pupils.

Lesson 51.—(a) Weather chart work.

(b) Discuss sand table scene.

Have pupils put on the board new words they have learned; viz., igloo, sled, reindeer, seal, blubber, whale, and bear.

Continue discussion of the life of the Eskimo.

Lesson 52.—(a) Weather chart conversation.

(b) Written review of the home life of the Eskimo. Make this sentence work, not definitions.

Lesson 53.—(a) Weather chart work.

(b) "Who can tell me what kind of clothing the Eskimos wear?"

"Why do they wear fur?"

"Where do they get it?"

"Do we wear fur?"

"Why not?"

"What material do we use for our clothing?"

"How do we obtain it?"

"Name some materials which we make from wild plants."

(Explain the new word *wild*.)

Lesson 54.—(a) Weather chart work.

(b) Continue the discussion of clothing made from wild plants. Have the names of the materials put on the board and then copied in the notebooks.

Ask pupils to bring to class the following day, samples of cloth made from wild plants.

Lesson 55.—(a) Weather chart work.

(b) Collect samples of cloth made from wild plants. Sort and discuss the samples brought.

Discuss clothing made from cultivated plants. Ask for samples.

Lesson 56.—(a) Weather chart discussion.

(b) Collect samples.

Compare the material made from wild plants and that made from cultivated plants. Ask questions about prices, wearing quality, etc.

Teach the advantages in cultivating plants; viz., to produce more material, to produce better material, to provide for the future. (Be sure the pupils know the difference between *cloth* and *clothes*.)

Lesson 57.—(a) Weather chart conversation.

(b) Written review of lessons on clothing.

Lesson 58.—(a) Weather chart conversation.

(b) Make clothing chart, putting the cloth made from wild plants on one side and that made from cultivated plants on the other side. Make the chart attractive by the use of drawings and pictures.

Lesson 59.—(a) Weather chart work.

(b) Some child will be sure to bring a piece of silk. Discuss the life of the silkworm, showing pictures and drawings of the moth, caterpillar, pupa, and cocoon, and also the plant on which the worm feeds.

Lesson 60.—(a) Weather chart work.

(b) Write five simple questions on the board about the life of the silkworm. Require the pupils to answer the questions and to illustrate their answers by drawings. Require a uniform heading and uniform paper. They may paste a sample of silk at the top of the page.

Lesson 61.—(a) Weather chart discussion.

(b) Discuss exports and imports again, confining the conversation to countries near home.

INDUSTRIES

Lesson 62.—(a) Weather chart work.

- (b) “When a man spends his time weaving cloth, we call him a weaver and we say his occupation is weaving. Can you name some one who is a weaver?”
“Give the occupation of some of your friends.”

Teach the pupils to say: “My father is a driver. His occupation is driving.”
“My father is a fisherman. His occupation is fishing.”

Lesson 63.—(a) Weather chart discussion.

- (b) Take up some new industry in the neighborhood. Locate the shop by its direction from the schoolhouse. Name the nationality of the shopkeeper. Find out where he came from. Ask the pupils what language he speaks.

Lesson 64.—(a) Weather chart work.

- (b) If possible visit a carpenter’s shop. Take note of materials and tools used. Ascertain the length of time it takes to make such familiar articles as chairs, tables, etc.

Lesson 65.—(a) Weather chart conversation.

- (b) Put the list of tools and materials learned in the shop on the board. Be sure that the names are correctly spelled and that the right prices are given. Make this a lively conversational lesson.

Lesson 66.—(a) Weather chart work.

- (b) The teacher should make on the board drawings showing the life history of a bamboo chair. Then he should say with an air of mystery: “I was once a bamboo tree, but now I am a bamboo chair. Let me tell you how I came to be made into a chair.” The teacher

should then give a very simple story of the change from a tree to a chair. Ask the pupils to tell their life history. Do not be afraid to undertake this work. Children are very imaginative and thoroughly enjoy this kind of work.

Lesson 67.—(a) Weather chart conversation.

(b) The lumber industry. Put on the bulletin board pictures showing how the trees are cut and then floated down a stream to the mill. Erect a tiny mill on the sand table. Have it at the foot of a mountain covered with growing timber. Show a mountain stream with logs floating towards the mill. Appoint boys to take charge of the logs and the mill.

Lesson 68.—(a) Weather chart discussion.

(b) Review lumbering. Have pupils give orally the life story of the teacher's desk. This story should be told in the first person.

Lesson 69.—(a) Weather chart work.

(b) Write five questions on the board about lumbering. Require the pupils to give written answers. Let all who can, illustrate their work.

Lesson 70.—(a) Weather chart conversation.

(b) Oral review of all industries studied.

Lesson 71.—(a) Weather chart work.

(b) Written review of industries studied.
Land and water forms.

Lesson 72.—(a) Weather chart discussion.

(b) Begin work by asking about the mill scene. Have sand table dry and let pupils build mountains, mountain ranges, hills, and valleys.

Lesson 73.—(a) Weather chart work.

(b) Discussion of sand table work of previous day.

Lesson 74.—(a) Weather chart conversation.

- (b) Place before the pupils an outline map of Luzon showing mountains and rivers. Have the pupils copy this map, showing the mountains only.

Lesson 75.—(a) Weather chart work.

- (b) Review *mountains*, *hills*, and *shadows*. Notice the shadows made by the sand table mountains. Also explain what we mean by the sheltered side of the mountain.

Lesson 76.—(a) Weather chart work.

- (b) Teach *seacoast* and *cape*. Either find these forms about the school building or use the sand table.

Lesson 77.—(a) Weather chart discussion.

- (b) Review *seacoast* and *cape* and develop *island* and *peninsula*.

Lesson 78.—(a) Weather chart conversation.

- (b) Written review of land formations. Ask for drawings. Do not require many definitions.

Lesson 79.—(a) Weather chart work.

- (b) Teach *river*, *brook*, and *rill*. Use sand table and a river near the school if there is one. Show source and mouth. Teach new words: *Bank*, *bed*, *current*, *rising*, *falling*, etc. Tell the pupils to read "The Brook," page 9 of The Insular Second Reader, during their next geography study period.

Lesson 80.—(a) Weather chart work.

- (b) Review *river*, *brook*, and *rill*. Develop *lake*, *inlet*, and *outlet*.

In the review give the pupils a chance to use the new words learned yesterday.

Lesson 81.—(a) Weather chart work. Make comparisons of weather records of different months.

- (b) Review both land and water formations.
Have the pupils make drawings on the board.

Lesson 82.—(a) Weather chart discussion.

- (b) Develop *bay* and *strait*. Use sand table.

Lesson 83.—(a) Weather chart conversation.

- (b) Review directions. Locate rivers and other bodies of water by their direction from the schoolhouse.

Lesson 84.—(a) Weather chart work.

- (b) Written review of water formations.

Lesson 85.—(a) Weather chart work.

- (b) Discuss the effect of rain on loose soil.
Teach the new words: *Sand, pebbles, rocks, clay*, etc.

Appoint pupils to bring samples of the different kinds of soil to the class.

MAPS

Lesson 86.—(a) Weather chart work.

- (b) Begin map drawing. Show a large floor plan of the schoolroom, giving relative position and direction. Have the pupils measure the room. Explain the scale to which the map will be drawn.

Lesson 87.—(a) Weather chart discussion.

- (b) Complete the map of the room.

Lesson 88.—(a) Weather chart work.

- (b) Draw a map of the school grounds.

Lesson 89.—(a) Weather chart conversation.

- (b) Have pupils draw a map of the home province.

REVIEWS

Lesson 90.—(a) Weather chart work.

- (b) Review land and water formations.

Lesson 91.—(a) Weather chart discussion.

- (b) Review occupations and races.

Lesson 92.—(a) Weather chart conversation.

- (b) Review clothing.

Lesson 93.—(a) Weather chart work.

(b) Review shelter.

Lesson 94.—(a) Weather conversation.

(b) Review foods.

Lesson 95.—Review the year's work.

GRADE IV

(The discussion below refers to the Insular Geographical Reader, but the suggestions may be easily applied to Townsend-Marshall's Primary Geography.)

The aim of the work of Grade IV, covering the world as a whole, but dwelling on the Philippines, is to produce an intelligent interest in geographical facts and to give a small amount of clearly defined information.

In view of the scarcity of material in some schools, it is not expected that this outline shall be followed in detail in all cases. Much of the plan is suggestive only. It is intended that the teacher, with the help of the principal or the supervising teacher, shall adapt the plan to the conditions existing in his own school.

GENERAL CONTENT

1. Occupations. (a) Occupations carried on in immediate district. (b) Other occupations carried on in and about the Islands and Manila. (c) Occupations needed to give district or city materials with which to carry on its work.

2. Maps and directions.

3. Land and water forms.

4. The earth as a whole.

5. Use of the globe.

6. Races of people.

7. Hemispheres; continents and oceans.

8. The Philippines.

Use, if available, a large map of the Philippines, a large relief globe, and a large map of the world.

(Small hand globes are especially needed in this grade. Tarr and McMurry's Introductory Geography should be in hands of teacher.)

First week.—Maps and directions, pages 4, 5, 12, and 13, omitting from 6 to 11, inclusive.

In connection with this, maps of schoolroom, schoolhouse, and school yard should be drawn. While drawing map of schoolroom, pupils face north. Draw on a large sheet of Manila paper placed on the floor or table.

Measure sides of room; compare.

Draw line representing north side of room and mark it. Follow with east, then the south, then the west line.

Review these points, then, while still facing north, hold paper against the wall on north side of room. Have plans drawn until it is clear that north is represented at top of map and south at bottom. Maps should be drawn on large sheets of paper and hung in different parts of the room.

A finished plan showing door and window spaces should be left on the board.

Second week.—Land and water forms, pages 6 to 11. The idea of these forms should be based on observation of bays, islands, and peninsulas, as seen in the school yard after a rain. During the rainy season, these forms can easily be taught. Then let the children find and name water forms as seen on the globe and on maps. Map questions on pages 14 and 15 may serve as a review to fix lessons on directions and maps, and on land and water forms.

Third and fourth weeks.—The earth as a whole, pages 16 to 21. Shape, size. (The teacher will be able to get help from pages 111 to 113, Tarr and McMurry, if that text is available for his own use. First chapter of "Seven Little Sisters," if available, should be read to pupils.)

Here teach use of globes and maps. Pupils should be taught to distinguish and locate continents and oceans, highlands and lowlands, rivers and lakes, countries and cities and to determine directions by parallels and meridians.

Avoid such statements as "north is up," "south is down." Explain that north and south are along the meridian lines toward the north and south poles; that east and west are along the parallel lines. The idea of east and west on globes and maps can be fixed by means of such drills as "Find an island just east of Cebu on the globe." "Find the same island on the map."

Fifth week.—The Philippine Islands, pages 23 and 24, to Plants. Before taking up map questions on page 23, pupils

should locate islands relative to zone and hemisphere, and should give position relative to such countries as China, Japan, Australia, United States.

Physical features in general should be discussed, since they bear directly on mode of life and occupations of people.

Sixth week.—Plants, animals, and people to map questions on page 29. Look up Roman numeral references to "Directions to Teachers." In teaching plants and animals, relate them to commercial and industrial life of the country.

Peoples. Those represented in our Islands; their native homes.

Seventh and eighth weeks.—Luzon, pages 28 to 32, inclusive. (1) Make a careful study of physical features of Luzon from map on page 28. Location relative to other islands; relative size; oceans; highlands; lowlands. (2) Outline (a) projections, (b) indentations. (3) Drainage. (4) Climate (a) temperature, (b) rainfall. (5) Teacher and pupils together should make in relief with clay, a map of Luzon showing shape, highlands, and river valleys. While working they might consider regions favorable for agriculture, for grazing, and for locations of towns.

Throughout the term's work, pupils should make maps of various sorts on the board and on paper (production maps, physical maps, etc.).

While studying a certain country or an island, as Luzon, a pattern map should be made by the pupils from cardboard or stiff paper to be kept for quick map outline drawing when making relief maps, locational maps, and production maps. (By production map is meant a map showing regions where certain products, as corn, rice, hemp, are raised.)

A large outline map might be drawn on the board to be filled in as the work progresses.

Ninth and tenth weeks.—Northern Luzon, pages 33 to 37. Look up all Roman numeral references to "Directions to Teachers."

Eleventh week.—Central Luzon, pages 37 to 41. In these pages it is stated: "One third of all the people in the Philippines live in this part of Luzon." Why? Write this on

the board as a problem question. After reading from page 38 to bottom of page 40, and after studying the relief map, pupils should be able to give some intelligent answers.

Twelfth week.—Central Luzon, pages 41 to 44, inclusive. Much time should be given to the study of Manila in its relation to all parts of the Islands. A problem question that might be left on the board throughout the week is, "Manila is the largest city of the Philippine Islands. Can you give any reasons for this?"

Thirteenth week.—Central Luzon, pages 44 to 47. Complete and review.

Fourteenth week.—Southern Luzon, to bottom of page 49. The commercial value of coffee and hemp should be emphasized.

Fifteenth week.—The Visayan Islands to Cebu, page 53. Read map carefully before taking up informational geography of these islands. Locate with reference to Luzon; to Mindanao; to Manila. Trade routes established to Manila. Why do not these islands trade directly with foreign countries instead of sending products first to Manila? (Questions of this sort stimulate thought and clinch facts.)

Sixteenth week.—Review map questions. Draw map of this group of islands showing relative position, largest cities, etc. Finish to Mindanao.

Seventeenth week.—Mindanao, page 55, to Government of Philippines, page 60. Make a relief map with clay. The text shows no relief map, but call attention of pupils to mountain ranges, lakes, rivers, and general outline of map on page 56 and let them model relief map from this. From their study of Luzon, before reading text, let them decide what should be the natural resources, and what the soil of different parts should produce. Then, upon reading text, emphasize the natural wealth of this island and its lack of development. Are there any good reasons for this lack of development?

Eighteenth week.—Review the Philippine Islands from pages 23 to 59, inclusive. Have pupils draw maps of various sorts on the board or on paper—production maps, especially. For instance, one day call for a map of the

Islands showing the hemp regions; another day ask for a map showing rice regions. Facts can best be fixed by map drawing.

Nineteenth week.—North America as a whole, page 61 to Map Questions on page 65.

In study of Philippines, pupils have learned where to look for fertile soil. They know what amount of heat and moisture is needed for the production of rice, cotton, and sugar cane. They may have some idea of conditions requisite for growing corn. Explain growth of wheat, one of America's greatest exports. Make a relief map discussing mountains and drainage and possible products.

Locate America as to hemisphere and zones. America lies in three zones. This explains the variety of her products. Locate America with reference to Philippines. Take an imaginary voyage either to Seattle or to San Francisco.

Twentieth week.—The United States, pages 65 to 67. Before taking up map questions on page 65 locate the United States with reference to North America, and with reference to zones. In the study of the seasons, pictures illustrating them should be used.

Twenty-first week (pages 67 to 69).—Such statements as, "In this valley much fruit and wheat are raised," "Sheep and cattle are raised on the hills," and "The climate in the states along this coast is warm and pleasant" should always be followed by a "Why?" Find out which of the fruits, grains, or other products are sent to us here.

Twenty-second week.—The Northern States, page 69. Emphasize the value of these states to the nation. They lie in the heart of one of the richest river valleys in the world. What do they produce that you need? What can you send them that they do not have? Emphasize the fact that this is probably the greatest wheat-producing region in the world. Show how the richness of the soil, the large crops, and the location of Chicago on water, influence Chicago's great growth as a city. How account for the size of New York? Study all large cities in their relation to the country as a whole.

Twenty-third week.—Southern States and New England

States to Alaska, page 75. The Southern States also lie in the rich Mississippi Valley. They are farther south. What products might you expect to find here? Call attention to the fact that work of people of the New England States is dependent upon physical features. Study cities in their relation to the whole region.

Twenty-fourth week.—From Alaska, pages 75 to 79. Locate each country with reference to other countries of North America. Soil, products, influence on cities.

Twenty-fifth week.—South America. This week might be devoted to drawing of relief maps and to study of maps. The following will be suggestive: With globe study position of South America. Locate with reference to equator, zones, oceans, other continents. Size and extent, direction of mountain ranges and rivers, compare with North America. Pupils should discuss with map before them and discuss when making relief maps what the climate must be as affected by altitude, latitude, and rainfall. Decide, from drainage and size of rivers, where greatest rainfall is. Why is rainfall greater near equator? Certain definite facts should be taught relative to South America, so that at the close of the instruction pupils may have clear ideas of its important features.

Twenty-sixth week.—South America, pages 79 to 85. Study important cities with relation to their region and to natural advantages. Products—vegetable, animal, mineral. Emphasize the abundance of animal life. Occupations—agriculture, mining. Like ourselves, South America sends away most of her products raw to have them manufactured. Can you give any reasons for this? Like our own, the resources of South America are undeveloped. Why? There are few railroads. Why?

Twenty-seventh week.—Europe to Holland and Belgium, page 88. Making of relief maps should not be attempted. Physical features too complex. Study maps; locate. See items under South America. Compare with other continents as to size. Great Britain, though small, is one of the most powerful nations of the world. Give reasons. Manufacturing, her leading occupation. Why? Where

does she get her raw materials? Why has she such a mild climate?

Twenty-eight week.—Holland and Belgium, page 88, to Italy, page 91. Belgium is often called the busiest workshop of Europe. Do you know why?

Twenty-ninth week.—Italy, page 91, to Africa, page 95. What do you know about the recent attempt to force the Turks out of Europe? Who is trying to do this? Do you know why?

Thirtieth week.—Africa, page 95, to Central Africa, page 98. Location with reference to Philippines. Location with reference to other continents. Coast; note scarcity of harbors. Drainage—four large rivers—should be taught with special emphasis on the Nile. European nations desirous of possessing Africa. What does this show relative to value of Africa?

Thirty-first week.—Central Africa, pages 98 to 101.

Thirty-second week.—Asia to India, page 104. Size; compare with other continents. Position relative to Philippines. Pupils by means of globe and map should gain a clear idea of the position of Asia. Locate relative to Philippines; to other continents; to zones. Compare with North America as to zones in which it lies. Do not attempt to make relief maps. Physical features too complex; bring out main features only, as: (a) Great highland of Central Asia dominated by Himalayan Mountains—grandest mountains of the world. Here all large rivers of Asia rise. Explain. (b) Great Siberian plain, noting rivers draining it; names of rivers not important. Concerning Asia, pupils should know following details: The three oceans; four seas, Suez Canal, and something of its importance; islands of Japan; Ceylon; the Philippines and the group known in general as East Indies; names of straits of Bosphorus, Bab el Mandeb, and Malacca.

Thirty-third week.—British India to Japan, page 108.

(1) Location (a) in Asia; (b) with reference to Philippines; (c) with reference to Great Britain; (d) with reference to Russia. Both Great Britain and Russia struggling for possession of Asia. By this time pupils have learned to make and to read relief maps. From this study,

they should be able to draw some conclusions as to occupations and products of a country as dependent upon temperature and rainfall, and upon latitude and physical features. (2) Relief and drainage. Leading cities; chief occupations. Relation to country as a whole.

Thirty-fourth week.—The Chinese Empire. Location (a) in Asia; (b) with reference to Philippines; (c) with reference to Great Britain; (d) with reference to Russia. Relief and drainage. Yangtse and Hoang Rivers. Deltas and flood plains. Climate and resources. Occupations. Products. Population and government. Recent advance. Emphasize the tremendous natural resources of the country and the little progress made in developing them. Cities; relation to country as a whole.

Thirty-fifth week.—Japanese Empire, pages 108 to 111, inclusive. (1) Location (a) in Asia; (b) with reference to Philippines; (c) with reference to China; (d) with reference to Great Britain. (2) Surface. (3) Climate. (4) Resources. (5) People and government; recent advances. (6) Cities.

Thirty-sixth week.—Review.

WRITING

The instructions in the manual, "Primary Course in Writing," should be carefully studied by teachers. In most division normal institutes courses in writing have been offered, and definite directions for teaching this subject given. A few suggestions are given here in the hope that they may be found helpful.

The aim in teaching writing is to have the pupil write legibly and with a reasonable degree of speed and ease of movement.

Consistent practice on the movement drills is essential to the laying of a proper foundation for good writing.

A pupil's writing should be judged by the ease and freedom with which it is done, as well as by the form of the product.

When pupils are beginning the muscular-movement writing, they should have much practice on the blackboard.

The aim should be to secure ease and freedom of movement rather than perfection of form only.

Simplify the strokes as much as possible, for unnecessary details hinder progress. Beginners may be taught only two heights of letters, if so desired, and they should avoid all flourishes.

Teachers should illustrate the lessons on the board. They should stand at one side while writing, so that the pupils may see the exercise or the writing as it is formed. It is important that teachers write with a firm white line and keep a proper space between the lines. In every room one or more hyloplates should be ruled, so that good spacing of lines may be easily secured.

The early writing should be large. Do not attempt to have first-grade children write as small as pupils in grade four. In general, the distance between the lines on the paper used for writing should be about as follows: First grade, 1 inch; second grade, $\frac{5}{8}$ of an inch; third grade, $\frac{1}{2}$ inch; fourth grade, $\frac{3}{4}$ of an inch. For the older pupils in these grades, the distances may be less.

Effective instruction in writing is largely individual instruction. The teacher must be active, and must pay attention to the difficulties and needs of individual pupils. The teacher must not be content to merely give a pupil a direction, but must see that he follows it.

While the muscular movement should be *firmly established before the pupil leaves the primary grades*, it must be remembered that, as a rule, the young child, when he first enters school, does not have sufficient control over his muscles to enable him to use the muscular movement successfully. The pupil in Grade I should learn to write, but he may not be able to employ this movement, which is possible only after a certain degree of muscular control has been attained. Much adaption of instruction to the needs of individual pupils is necessary in order to secure the best results.

DRAWING

"Free-hand Drawing for Primary Grades, Grades I and II," and "Free-hand Drawing for Primary Grades, Grades

III and IV," outline the work in this subject by weeks. Specific directions and suggestions are given to teachers.

MUSIC

"Music for Primary Grades" gives suggestions concerning the teaching of this subject and outlines the work for each grade.

HYGIENE AND SANITATION

The instruction in this subject is based on Circular No. 110, s. 1913, and on Ritchie's "Primer of Sanitation," both of which should be used as manuals by the teacher.

The teacher's aim should be, not to give the pupils a large number of facts, but to lead them to thoroughly understand the very important facts about hygiene and sanitation as they affect the lives of the pupils and the community. To be effective, this thorough understanding must lead to the formation of right habits as regards personal hygiene and home and municipal sanitation. The pupil who, from a study of this subject, is led to give proper attention to personal hygiene, to keep his home in a sanitary condition, and to help in securing proper sanitary conditions in the community, receives the maximum benefit from the instruction given. In short, the purpose should be to lead the pupil to act, not simply to know how to act.

Advantage should be taken of clean-up week to impress upon the pupils the importance to the community of sanitation, and the activities in connection with this week afford an excellent opportunity for pupils to render the community a service. Teachers, as well as pupils, will do well to remember that sanitation, like charity, "begins at home."

CIVICS

The work in this subject is outlined in Circular No. 110, s. 1913, as amended by Circular No. 158, s. 1913.

The aim of instruction in civics is to make boys and girls better citizens. This aim cannot be attained by overemphasizing mere facts; such as the titles of officials, their qualifications, the method of choosing, etc. A certain

amount of knowledge of such matters is necessary, but the emphasis should be placed on the work performed by officials; why this work is necessary; how it affects the life of the pupils; and what the pupils can do to make this work easier for the officials and more effective for the community.

The fact that good citizenship is a matter of everyday life and conduct should be emphasized—that it is, primarily, right conduct in the usual activities of the home and school, and, secondarily, right conduct in the choice of officials or in the holding of office. It should be pointed out that good citizenship consists in acts, not in words; and that for each pupil the presence or absence of this virtue is determined by his habits of acting in relation to those with whom he is associated chiefly in his home or in school.

It will probably be advisable to discuss with the pupils desirable standards of citizenship for the farmer, teacher, physician, artisan, laborer, housekeeper, lawyer, etc. The standards decided on should be the work of the pupils to as great an extent as possible, and should take into consideration chiefly the ordinary activities connected with each of these occupations, placing emphasis on how the community is affected by these activities. The fact that good citizenship means community service should be made prominent.







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